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ABSTRACT

This directory describes approximately 300 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the ERIC/OSEP Special Project. The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The directory divides the projects into the following seven categories: (1) Research and Innovation; (2) Studies and Evaluations; (3) Personnel Preparation; (4) Technical Assistance and Dissemination; (5) Parent Training and Information; (6) State Improvement Grants; and (7) Technology and Media Services. In each section, projects are grouped by the programs and competitions by which they were funded and within each competition, they are arranged in order from earliest to most recent. For each project the following information is provided: grant number, title, project director, contact information, beginning and ending dates, and a description of the project's purposes, proposed methods, and proposed products. Access to project information is enhanced by the following four indexes: (1) Project Directory Index; (2) Organization Index; (3) State Index; and (4) Subject Index. (SG)

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ED 471 878

DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS UNDER
THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2001

COMPILATION OF PROJECTS ADDRESSING THE EARLY CHILDHOOD PROVISIONS OF IDEA

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U.S. Office of Special Education Programs

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RESEARCH TO PRACTICE DIVISION

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DISCRETIONARY PROJECTS SUPPORTED BY
THE OFFICE OF SPECIAL EDUCATION PROGRAMS
UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

FISCAL YEAR 2001

Compilation of Projects Addressing the Early Childhood Provisions of IDEA

Prepared by

The National Early Childhood Technical Assistance Center
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

in collaboration with

The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

IDEAs that Work
U.S. Office of Special Education Programs

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

The National Early Childhood Technical Assistance Center (NECTAC)

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with the
National Association of State Directors of Special Education (NASDSE)
and
Parent Advocacy Coalition for Educational Rights (PACER) Center

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COMPILATION OF PROJECTS ADDRESSING THE EARLY CHILDHOOD PROVISIONS OF IDEA

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This directory contains approximately 300 discretionary projects addressing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). It was compiled from four volumes separately published by the ERIC/OSEP Special Project. The discretionary grants and contracts authorized by the 1997 Amendments to the IDEA are administered by the Research to Practice and Monitoring and State Improvement Planning Divisions of the Office of Special Education Programs (OSEP). The four volumes of discretionary projects from which this volume was compiled are:

1: **Research, Innovation, and Evaluation**
2: **Personnel Preparation**
3: **Technical Assistance, Dissemination, Parent Training and Information, and State Improvement**
4: **Technology and Media Services**

The "Research and Innovation" section of this compilation volume presents projects and contracts categorized in the following two discretionary programs: *Research and Innovation to Improve Services and Results for Children with Disabilities* and *Studies and Evaluations*. The Research and Innovation program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to and to improve results for children with disabilities of all ages. The Studies and Evaluations program is designed to assess the effectiveness of state and local efforts to provide a free appropriate public education to children with disabilities and early intervention services to infants and toddlers with disabilities, or those who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

The "Personnel Preparation" section of this compilation volume presents projects designed to help address state-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with children with disabilities; and to ensure that those personnel have the skills and knowledge, derived from practices that have been determined through research and experience to be successful, that are needed to serve those children.

The "Technical Assistance and Dissemination" section of this compilation volume presents projects and contracts providing technical assistance and information, through such mechanisms as institutes, Regional Resource Centers, clearinghouses, and programs that support states and local entities in building capacity to improve early intervention and special education and results for children with disabilities and their families, and programs that address systemic-change goals and priorities.

The "Parent Training and Information" projects are not included in this compilation volume, but the Technical Assistance Center for Parent Projects is included.

The "State Improvement Grants" section of this compilation volume includes projects awarded to state education agencies and their partners in reforming and improving their systems for providing educational, early intervention, and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

The "Technology and Media Services" section of this compilation volume presents projects and contracts that aim to: (1) promote the development, demonstration, and utilization of technology and (2) support education media activities designed to be of educational value to children with disabilities and other specified media-related activities.

Within the directory, the projects are grouped within the programs and competitions under which they were funded. Within each competition, the projects are arranged in order from the earliest to the most recent. Access to the project information is enhanced by several indexes, which include:

- Project Director Index
- Organization Index
- State Index
- Subject Index

Research and Innovation

84.023C and 84.324C
Field-Initiated Research Projects

Grant Number: H023C970032

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

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Beginning Date: 10/01/97
Ending Date: 9/30/02

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Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low-risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: H324C980156

Project Optimize: Optimizing and Sustaining Early Reading and Vocabulary Growth for Students with Developmental Delay or At Risk of Reading Disability

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: Project Optimize is a five-year longitudinal program of research to investigate and validate: 1) the components of intervention necessary to optimize literacy trajectories of children who have language/reading disabilities or are at risk of reading delay due to word recognition and word meaning difficulties; 2) the intensity of intervention necessary for students to achieve satisfactory trajectories and to sustain them over time; and 3)

the effects of early reading/vocabulary intervention on immediate and long-term reading achievement and special education needs.

Method: Three research methodologies will be employed: experimental group research to investigate inter-individual differences; descriptive research to examine intra-individual growth curves and response to instruction; and case-study methods to provide in-depth understanding of students with reading disabilities. A total of 120 students from 6 schools will participate in a series of 12 studies over the 5-year period. Measures from four constructs (prereading, vocabulary, word recognition/decoding, and comprehension) will be collected formatively and analyzed through multivariate analyses of variance and individual growth curve analyses.

Products: Products will include research reports documenting the effectiveness of individual and combined literacy and vocabulary components for students with literacy deficit or delay; reports documenting early reading and vocabulary trajectories of students with disabilities or at risk for reading failure; and curricular materials and manuals delineating effective instructional intervention guidelines and procedures.

Grant Number: H324C990012

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 3

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Beginning Date: 4/01/99
Ending Date: 3/31/03

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Purpose: This project will conduct a four-year Phase 3 follow-up study on a sample of 205 students with disabilities who were educated in two highly contrasting preschool instructional models and who have been followed prospectively. The study is unique in special education in its combination of large sample size, random assignment to initial intervention, and length and completeness of follow-up. The Phase 3 follow-up will enable the researchers to collect data out to age 18 for nearly all of the study subjects.

Method: The project has maintained 85% of its original preschool sample, guaranteeing the validity of the longitudinal research findings. The sample will be measured by sets of cognitive and academic achievement measures and measures of adjustment and social development. By looking at developmental profiles that address such issues as when children become competent readers, their placement in regular or special education or movement between the two, the development of affective behavior through adolescence, and attitudes toward school and life after school, informed conclusions can be drawn from the data collected by the project about what actually happened to the large group of students with disabilities under study since early childhood. A database of analytical information will be set up using the results of the measurements.

Products: The database of information will be unique and important when considering such issues as whom to serve and when to serve them, as well as in regard to more traditional curriculum comparisons.

Grant Number: H324C990039

Early Identification of Children with Autism Spectrum Disorders

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Beginning Date: 6/01/99
Ending Date: 5/31/03

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Purpose: The primary aim of this project is to assess the validity of a new screening instrument for autism, the Screening Tool for Autism in Two-Year-Olds (STAT), an empirically based measure developed for use by community professionals working in early identification and intervention settings. The secondary aim is to examine the relative contribution of child and environmental factors to diagnostic improvement in children with autism spectrum disorders.

Method: A sample of 240 children will be screened with the STAT at age two, and will receive independent diagnostic, cognitive, and language evaluations. Children who receive a clinical diagnosis of autism or who fail the STAT will receive follow-up diagnostic, cognitive, and language evaluations for two consecutive years. This design will allow for analysis of concurrent and predictive validity of the STAT as well as evaluation of factors related to diagnostic stability.

Products: The project will contribute to the issue of under-identification in autism by: 1) facilitating early identification of young children with autism, which will allow them to participate in learning environments that have been shown to be successful; 2) determining the efficacy of the STAT; 3) developing a hands-on instrument for use in community settings by early childhood and child-find personnel; 4) disseminating information that will encourage early childhood teacher training programs to include autism; and 5) disseminating information that can be used to encourage states to expand opportunities for children under three years. The results of the project will serve to further knowledge about autism and improve best practices.

Grant Number: H324C990042

Early Identification of Children with Fragile X Syndrome

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: Most children with fragile X syndrome are not identified as having a genetic disorder until age three or older. Earlier identification would facilitate earlier entry into early intervention programs, could reduce or eliminate frustrating interactions between families and professionals over the diagnosis, and would provide families important information about genetic risks. This project will engage in a variety of activities designed to improve knowledge about early development in fragile X syndrome and improve early identification practices.

Method: Multiple measures and approaches will be used to describe the development of infants with fragile X syndrome during the first 18 months of life. The project staff will review current practices and guidelines related to the decision to refer a child for genetic testing. Following these efforts, project staff will develop and test a revised set of guidelines for deciding whether to refer a child for genetic testing for fragile X syndrome. Finally, the project staff will work with geneticists, parents, early intervention professionals, and policy makers to review the costs and benefits of universal genetic screening versus continued reliance on behavioral observation.

Products: The project staff will continue to publish research in peer reviewed journals. Nine papers will be produced during the course of the project. Findings will be presented at major conferences, targeting selected information to the variety of consumers. A World Wide Web site will be established for this project. The World Wide Web site will provide general information to parents and professionals about early identification and screening and provide links to various national resources. In addition, the project will provide readable summaries of project work, both work in progress and findings from completed projects. The home page of the World Wide Web site will be updated monthly.

Grant Number: H324C990059

Postsecondary Status of Early Intervention Program Participants

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This project will conduct a second-generation research study to examine the long-term effects of early intervention on children and their families. The two major goals of the study are: 1) to establish the postsecondary status of adults with disabilities who participated in an early intervention program during their infant, toddler, or preschool years, and to relate differences in postsecondary variations to differences in experiences or opportunities during the early periods of development; and 2) to conduct case studies of persons having relatively similar kinds of experiences from birth to 18 years but who have different postsecondary outcomes, to ascertain the reason for their different courses of life. This investigation will yield the first longitudinal long-term follow-up data on children with disabilities who have reached the age of 18 years.

Method: The investigation will involve the long-term follow-up of 300 children who participated in an early intervention program begun in 1972. Data will be collected from previous program participants who are now 18 years old or older. Multiple regression analysis by sets will be the principal means used to assess the long-term outcomes of early intervention and cluster analysis will be the principal means to identify the experience clusters from the early intervention/preschool, elementary school, and secondary school variables.

Products: The study will provide needed empirical second-generation evidence about the long-term effectiveness of early intervention with children with disabilities and their families. It will allow researchers and other stakeholders to better understand the reasons for variability in adult status outcomes among young adults who experience a similar set of early intervention and school experiences. This will lead to a better understanding of the kinds of educational experiences that are most likely to influence postsecondary outcomes for children with

disabilities and their families. The results of the investigation will be presented at professional conferences and published in journals as well as distributed to the families whose children participate in early intervention and education settings.

Grant Number: H324C990069

Motivating for Competence: Integrating Child and Family Mastery Motivation Techniques into Provider Intervention for the Micropreemie

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Beginning Date: 9/29/99
Ending Date: 9/28/02

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Purpose: Project Motivating for Competence will examine how early intervention can be most effective in preparing children for the regular education classroom. The central focus of the project is that children who are born extremely premature have a high likelihood of subtle neurological and learning issues. It will expand the discussion of implementation of mastery motivation techniques in early intervention service delivery by comparing preschool competence outcomes in a group of micropreemies that receives this type of early intervention and a group that does not.

Method: The project will address the areas of competence during infant/toddler years (regulation, developmental milestones, and mastery motivation) and how they affect preschool and school-age competencies. Project Motivating for Competence will train and support early intervention providers to expand their strategies for working with young children, discussing interventions with parents, and enhancing competence by looking beyond developmental milestones and the qualitative differences within those milestones to examine how the child achieves his/her goals and how the parent responds to and facilitates the acquisition of those goals.

Products: The results of this project will advance innovative early intervention strategies to address all aspects of overall competence and to provide insight into the foundation for successful school competence. The project will contribute to the advancement of a competence theory that defines the tools a child needs for successful functioning. Results will be disseminated to communities of early intervention and preschool practitioners whose work is directly involved with children and families and to the families themselves. Findings and products will be disseminated through journal articles and conference presentations.

Grant Number: H324C990074

Prevention of Social and Behavioral Problems: Steps to Achieving Resilience (STAR)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will develop, implement, and investigate the effectiveness of a comprehensive, multidimensional package of interventions in promoting the development and well-being of preschool children and preventing the occurrence of social and emotional problems in later years.

Method: The field-initiated research project will develop and test interventions designed to impact factors in the preschool years that are predictive of later social/behavioral problems. Two hundred preschool children and their families in two cohorts will receive intervention over the three years of the project. Three levels of intervention will be investigated, each level being provided in addition to previous levels: 1) Universal: Classroom-Based Teacher Training; 2) Selected: Small Group Parent Education and Support; and 3) Indicated: Individualized Home-Based Support and Tutoring.

Products: The impact of this project will be to produce classroom- and home-based interventions that will enhance preschool children's social development and school performance and increase the likelihood of children's future success, reducing the risk of social/behavioral problems and the need for the provision of special education and related services. The following products will be prepared: presentations for professional conferences and university seminars, articles for journal publications, ERIC documents, monographs, a manual, and inservice training and consultation.

Grant Number: H324C990091

Is Prelinguistic Communication Intervention Necessary?

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: This project will address a question of fundamental importance to early intervention practice and policy: Does a comprehensive prelinguistic communication intervention, implemented one year prior to a comprehensive language intervention, result in young children with disabilities achieving significantly more advanced communication and language development than children who receive only the later-administered language intervention?

Method: A longitudinal experimental design study will be developed to answer this question. Sixty (N=60) young children with initial evidence of mild to moderate mental retardation and prelinguistic communication skills similar to those of 9- to 15-month-old typically developing children and their primary caretaker will be recruited through local early intervention programs. They will be randomly assigned to one of two groups. Children assigned to Group A will immediately receive a comprehensive 6-month prelinguistic communication intervention. The intervention will consist of staff-implemented prelinguistic milieu teaching and responsive interaction training for parents. At the end of a subsequent 6-month maintenance period, they will receive 6 months of comprehensive early language intervention. Children assigned to Group B will receive no project-implemented intervention for 12 months, then they will receive the same early intervention language intervention for six months as children in Group A. The communication and language development of all children in both groups will be assessed at four points: at pretreatment and then at 6, 12, and 18 months. These assessments will include key measures of receptive and productive language development and use. The longitudinal, experimental design will allow several critical comparisons to be made including the effects of prelinguistic communication vs. no intervention and the effects of prelinguistic communication intervention plus later comprehensive language intervention vs. later comprehensive language intervention.

Products: The outcome of this project will have direct implications for the emphasis and focus of intervention efforts with children between the ages of 2 and 4 years. The results of this study will be submitted for publication. Presentations at conferences will take place and manuscripts will be written.

Grant Number: H324C000004

Improving Receptive and Expressive Outcomes in Young Children with Developmental Delay: A Comparison of Three Intervention Protocols

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: In this investigation, the relative efficacy of three different early-language treatment approaches will be examined, in terms of immediate and longer-term effects for young, prelinguistic children with developmental delay. The treatment procedures are differentiated by provision of training to 1) primary caregivers; 2) directly to the children; or 3) a combination of the two. Each of the treatments is designed to promote children's receptive language development and facilitate transition to expressive language use.

Method: The sample (prelinguistic children with developmental delay) represents a group for whom little is known in terms of comparative efficacy. As a result, minimal information is available to guide the selection of one intervention approach versus another intervention approach, or the conditions under which a combination of approaches may be most effective. The rationale and design for this investigation derives from two areas of inquiry. The project will evaluate the extent to which direct lexical training, caregiver verbal responsivity training, or a combination of the two are effective, not only in comparison to each other, but also in terms of varying characteristics of participants in the research. The relative effects of the treatment conditions will be examined in the short and longer term (i.e., pre-, mid-, and post-intervention, and through five observations spread over the 18 months following intervention) for a total of eight observation points over a 2-year period. Global efficacy will be addressed by comparing outcomes of each treatment condition to the other. More individualized efficacy data (i.e., individual characteristics x treatment condition) will derive from examining: 1) child and caregiver growth patterns and their interrelationships within and between the treatment conditions; and 2) variations in growth attributable to specific child, caregiver, and family characteristics.

Products: This research will generate information regarding mechanisms and individual characteristics contributing to children's successful transition to linguistic communication. Through planned dissemination and impact activities, the project will make a substantial contribution to intervention practices.

Grant Number: H324C000024

Early Years: Optimizing Outcomes for Infants and Toddlers Living in Poverty

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Ending Date: 6/30/03

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Purpose: This research project will improve early intervention (EI) for infants and toddlers from high-poverty backgrounds with multiple risks for developmental delays and disabilities. The aims of the project are to: 1) examine an integrated, activity-based early intervention approach; 2) measure effects on children and families; 3) assess the impact on service providers and systems; and 4) disseminate project results.

Method: The project will examine Integrated Activity-Based Intervention conducted in natural community environments (other than homes or childcare settings) as contexts for learning and development. The principle features of Integrated Intervention include: 1) use of community settings and the activities that make up these settings, as a context for learning and development; 2) provision of EI where services enhance children's participation and learning within the context of community activities; 3) use of an Integrated Intervention as the curricular approach for providing interventions; and 4) coordinated transition from infant-toddler programming to preschool options. The research study will use a multidimensional design that includes both quantitative and qualitative measures to investigate the effects of the intervention on children, families, providers, and the system. The study will enroll 80 children and their families (50 subjects; 30 comparison), follow them until each child's third birthday, and end with transition to preschool options. The intervention will be tested with: 1) families who reside in urban settings, are members of racial or ethnic minority groups, and are living in high-poverty areas; and 2) children, aged birth through two years of age, who demonstrate multiple risks for developmental disabilities because of a combination of environmental, biological, or established risk factors.

Products: Data will be analyzed in order to understand and improve impact and outcomes and to refine training and intervention procedures. The project will result in a research-based Integrated Activity-Based Intervention approach with curriculum, training, data-based tracking, and research procedures that will be replicable by EI programs.

Grant Number: H324C000049

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance: A Study of Regional Intervention Program (RIP) Replication Site Efficacy

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Follow-up studies have indicated that young children with severe aggressive behaviors who participated in the Regional Intervention Program (RIP) are now indistinguishable from typical peers in home and school settings. Moreover, these individuals' adult status is characterized by gainful employment, high educational achievement, and minimal criminality or antisocial behavior. This two-phase study sequence will provide a multigenerational analysis of 60 former RIP clients (now adults) and their offspring, along with an examination of 60 former clients from replication sites who are three to nine years away from active intervention.

Method: Specifically, the adult follow-up and replication phases of this project will generate "first-time information" from RIP replication sites to address such vital knowledge and application issues as: 1) What is the adult-life status of children who received quality early intervention for severe aggressive behavior?; 2) How do the offspring of these individuals function in school and home?; 3) What early-appearing behavioral patterns or family variables are associated with who has responded best to intervention over the 20-year plus period?; 4) What are the estimated cost savings to society from participation in RIP?; 5) What are the contemporary community, family, and school variables that are associated with the best adult and offspring outcomes?; 6) Considering all the data, how can educators build the most efficacious, long-lasting models of intervention to reduce the staggering societal and personal "costs" of aggressive behavior?; 7) Can the initial results of the RIP Nashville model be replicated across program replication sites with a highly diverse population, thus leading to clear policy and practice recommendations?

Products: This sequence of studies has been designed to develop and validate the following products: 1) a validated observational procedure for assessing children's social interactions, deportment, and engagement behaviors in school and home contexts; 2) an ecobehavioral strategy for identifying variables associated with children's follow-up status following early intervention; 3) new research insights into the individual and collective contributions of school and home variables on children's long-term status; 4) a set of potential strategies for improving children's follow-up status by manipulating ecobehavioral contexts; 5) a manual for direct care staff that covers the essential contexts, scope, and instructional parameters for instituting effective follow-up environments; and 6) a model that other researchers may employ to examine follow-up status.

Grant Number: H324C000116

The Sustainability of Family-Centered Practices Project

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Ending Date: 9/30/03

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Purpose: The Sustainability of Family-Centered Practices Project will examine: 1) the extent to which family-centered practices have been sustained in early intervention programs across the country that received training, and 2) the factors that have influenced and supported the sustainability of these practices where they occur.

Method: This research project will include two separate studies, and the findings from the first study will guide the work of the second study. A modified case study methodology will be used in both studies with individual early intervention programs as the unit of analysis. Study 1 and Study 2 will each contain 12 cases (early intervention programs). In Study 1, three constructs (state-level policies and practices, program-level policies and practices, and practitioner factors) will be investigated to determine how they have influenced the sustainability of family-centered practices. The factors to be investigated in Study 2 will be determined from the results of Study 1. The program participants will be selected from early intervention programs that participated in an intensive on-site family-centered training project, the Family Enablement Outreach Training Project, which

provided training to over 50 Part C (then called Part H) programs in over 25 states. The programs to participate in the Sustainability Project will be chosen based on evaluation data from the Family Enablement Project, which includes the level of responsiveness to the training and the level of change or adoption that was made in family-centered practices at the end of training.

Products: The project will ensure that the results are widely disseminated to direct service staff, administrative personnel, and decision makers whose efforts and decisions impact upon preschool children who are developmentally disabled and their families. The results will provide better understanding of: 1) the extent to which family-centered practices have been achieved and undergone adaptation and change over time; 2) the type and extent of support needed during implementation to support change; and 3) the degree to which consistency of the lead agency, site leadership, and staff and policy requirements influence the sustainability of practices.

Grant Number: H324C010037

Costs, Quality, and Outcomes of Preschool Inclusion

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Ending Date: 8/31/04

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Purpose: This research project will examine the relationships between program costs, program quality, and outcomes for preschool-age children with disabilities and their families enrolled in inclusive programs. Three organizational models for preschool inclusion will be examined: community-based itinerant, Head Start, and public school.

Method: Extensive information will be collected in 18 programs (with three to ten classrooms per program, depending on the model) and will involve 180 children and families. Developmental measures, goal attainment scaling, assessment of friendships and peer social acceptance, and family assessments will document the outcomes of inclusive programs. An environmental rating scale, an ecobehavioral observational measure, and an assessment of the quality of inclusion will be used to measure quality of the programs. Cost measures will document dollar costs per child. Hierarchical linear modeling will be used to examine the relationship between quality of programs and outcomes for children and families, as well as the differential costs for higher and lower quality programs.

Products: The project will examine the individual contributions that quality of the early childhood setting and quality of inclusive practices make to outcomes for children with disabilities and their families. It will provide a statistical and conceptual model for understanding the relationship between cost and quality and how they are associated with outcomes for children and families. Project information can be used to guide families, teachers, and local program administrators in selecting placements and designing quality improvements of inclusive preschool programs for young children with disabilities. Project results will be disseminated via journal articles, a project Website, a policy alert with recommendations regarding cost-effective strategies, and conference presentations.

Grant Number: H324C010067

Longitudinal Study of Early Locomotive Training in Infants with Down Syndrome and Infants At Risk for Cerebral Palsy

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: This project will evaluate the effects of increasing the intensity of the treadmill procedures on the onset of independent walking of infants with Down syndrome (DS). The project also will initiate the science needed to study the ontogeny of treadmill stepping in infants at risk for cerebral palsy (CP).

Method: The project will evaluate the effects of treadmill training on physical stamina of infants with DS as measured by level of physical activity, body composition, gross motor skill development, dynamic balance, speed of walking, walking quality, and the ability to adapt to small objects in the environment while walking. Given the consistent results in the literature suggesting the benefits of locomotion in further cognitive and social development, the project will examine the relationship between locomotive, cognitive, and social skills. These measures will be evaluated at onset of walking and after the child with DS has acquired one year of walking experience. This project also will follow a group of 19 infants at risk for cerebral palsy (CP) beginning at eight months of age until they are 24 months of age. The project will record a series of measurements bimonthly, including: response on the treadmill; level of physical activity for a period of 24 hours; level of motor skill development; level of spasticity; hip, knee, and ankle range of motion; cognitive and social skills; and physical growth. These longitudinal measurements will allow project staff to determine: if and when infants at risk for CP respond to the treadmill; the developmental trajectory of their response; what developmental factors, including physical and cognitive, are related to their response patterns; and whether their pattern of response provides information useful for predicting a diagnosis of CP and the onset of walking.

Products: The results will provide information needed to determine if and when the treadmill intervention program could be utilized with infants at risk for CP.

Grant Number: H324C010086

Improving Engagement in Young Children with Disabilities: A Series of Single-Case Experiments to Increase the Amount and Quality of Young Children's Interactions with Their Environment

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Purpose: This project will study whether teachers can be trained to implement a simple package of interventions (an "engagement package") consisting of incidental teaching, zone scheduling, and collecting data on children's engagement; whether implementation of this package will result in improved engagement in children; and whether improved engagement will result in the attainment of goals established for the children.

Method: The project design consists of six studies, divided into three content areas: social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Each of the six studies will be completed with the same protocol; only the measurement of child IEP goals will differ. Each year, 12 preschoolers with disabilities, regardless of type and severity, and their six teachers will be recruited from the Frank Porter Graham Child Development Center and other centers where children with disabilities are enrolled. Teachers, parents, and researchers will decide on the distal outcomes of intervention on engagement. Teachers will be trained to improve engagement, implement the intervention with one child, establish a data trend, and then implement the intervention with the other child.

Products: The project will increase knowledge about how an intervention package presented to a teacher can result in increased engagement in children, and how engagement improvement is functionally related to concomitant improvement in social and communication goals, play and toy behavior, and preliteracy and prenumeracy skills. Project findings will be disseminated via an article for parents, an article for teachers, four articles for researchers, workshops, conference presentations, and development of a Web site.

Grant Number: H324C010125

Parent Involvement in Public School Programs for Young Children with Autism

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Ending Date: 8/31/04

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Purpose: Educators have increasingly come to view parent involvement as an essential component of public school programs for children with autism. Despite its importance, parent involvement may be difficult to achieve given autism's severity and the challenges associated with parenting such a child. Thus, educators are faced with a dilemma—how can schools actively engage parents in the education of their autistic child so that child benefits are maximized, while negative effects on the family are avoided or minimized? This research project will address this question through a conceptual model that views parent involvement as a process involving both the parents' decision to participate in their child's education and their ability to sustain involvement over time. Drawing from ecocultural studies of family adaptation to childhood disability, the model places special emphasis on the ability of parents to carry out involvement activities within the context of the daily family routine.

Method: A three-year prospective longitudinal study is proposed involving the families of 120 children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), ages three to six, entering public school programs. Data will be collected from parents (using questionnaires and interviews), school staff (using questionnaires), and the child's school records. In addition, data on a number of outcomes relating to both the child with autism and the family will be gathered at the end of each school year.

Products: The results of the study will provide educators with information that will enable them to more fully appreciate the variety of supportive roles parents can play in the education of their children with autism. In

addition, study findings will serve to sensitize educators to potential obstacles standing in the way of parents becoming involved and staying involved in their child's educational program.

Grant Number: H324C010147

An Outcomes-Based Approach to Evaluating Service Coordination Models

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Purpose: This study will identify those service coordination strategies that best support service system efficiency and child and family quality of life. It will investigate current Part C coordination models, particularly in terms of child and family outcomes as well as costs associated with different models.

Method: Three service coordination models will be evaluated. The models include: 1) an "independent" model, located in Maine and Arizona; 2) a "combined-roles" model in Utah and New Mexico; and 3) a "one-stop shopping" model located in Washington state and Ohio. A total of 210 children (birth to 3 years) with disabilities and their families will be recruited from the six communities. A variety of qualitative and quantitative methodologies will be used: 1) collection of cost data and rating scales associated with the services provided within the three models; 2) community- and state-level interviews and document reviews; 3) ecocultural interviews focusing on child and family adaptations to family functioning and inclusion in the community; 4) family self-report surveys concerning well-being, quality of life, empowerment, access to services, and satisfaction with services; 5) child function; and 6) descriptive information of the coordination strategies in place.

Products: Products from the study will include: 1) an analysis and critique of each model in relation to child and family outcomes; 2) data to inform the government on achievement related to performance review outcomes for Part C; 3) a determination of costs in service coordination and direct service outcomes; and 4) a framework to guide future outcomes-based evaluations of service coordination.

84.324B
Student-Initiated Research Projects

Grant Number: H324B010007

Effects of Family Guided Routines Intervention on Caregivers' Teaching Interactions with their Children with Autism

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Beginning Date: 8/01/01
Ending Date: 7/30/02

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Purpose: This project will examine factors that affect generalization of use of intervention strategies by caregivers of young children with autism. It will address the issue of generalization by training caregivers within family-guided routines while programming for generalization based on general case programming principles.

Method: Single-subject experimental designs will be used to investigate the effects of intervention. Five children with autism will participate along with their primary caregivers. The intervention will be conducted at home or in the preferred natural environment for each dyad. Initial interviews of caregivers will be used to identify preferred daily routines and activities that can serve as intervention settings. Within the identified routine, caregivers will be introduced to the target strategies through coaching, modeling, and review of videotaped interactions. Caregiver strategies will be individualized for each dyad based on the child's IEP objectives.

Products: The project is expected to help professionals understand and predict generalization of strategy use by caregivers. This information will help clinicians identify optimal contexts for intervention to enhance potential results of caregivers' teaching interactions with their children with autism.

Grant Number: H324B010027

The Literacy Experiences of Young Children with Disabilities in Preschool Settings

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Beginning Date: 8/01/01
Ending Date: 7/31/02

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Purpose: This project will describe the extent to which young children with disabilities currently have access to and are engaged in pre-literacy experiences across inclusive and self-contained settings, and to compare these experiences to those of children without disabilities.

Method: Three descriptive data collection instruments will be developed to collect information on the pre-literacy experience of young children. The data collection system will include an observational time sample instrument, a classroom environmental checklist, and a family questionnaire. These data collection procedures will be implemented with 45 preschool-age children (30 with disabilities and 15 without disabilities) over the course of six months. Detailed descriptive data will be collected on the types of pre-literacy experiences that are available for children within their preschool classrooms. Each child's parents will be asked to complete a questionnaire to gather information on the literacy experiences outside the classroom.

Products: The study will answer questions related to the extent to which young children with disabilities have access to pre-literacy experiences during their instructional day, the range and frequency of those experiences, how those experiences differ across self-contained special education and inclusive classroom settings, how they differ from the experiences of children without disabilities, and the relationship between children's engagement in pre-literacy activities and families' perceptions of the importance of pre-literacy activities for their child.

Grant Number: H324B010038

Improving Sociocommunicative and Play Skills in Young Children with Autism Spectrum Disorders

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Ending Date: 10/31/02

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Purpose: This project will assess the impact of a particular strategy, Individualized Joint Action Play Routines (IJAPR), on the social and cognitive play skills of young children with autism spectrum disorders (ASD). Specific strategies, such as pre-training with IJAPRs for children with ASD and supported integration with typical peers, will be employed to increase maintenance of social and cognitive play skills without adult guidance.

Method: Six separate play groups of children will be established for the study. Each play group will include two children (ages 4-6) who are typically developing and one child (age 3-5) with an autism spectrum disorder. The play groups will be taught by three different special education graduate students and will be held three times a week. The following treatment model will be used in the study: a pre-assessment of individualized play, language, and social skills to provide detailed individualized information about each child with an ASD; pre-training for children with an ASD to familiarize them with the routine and expectations and to prepare them to communicate and play with typically developing peers using play and communication aids; pre-training for typically developing peers to familiarize them with each individual communication need and style of the children with an ASD and with strategies and techniques to facilitate the play of the children; use of joint action play routines and specific facilitation strategies to be applied during the intervention phase; and family involvement to obtain family input with respect to the child's current play skills and interest in the home.

Products: Instructional materials based on the results of the study will be made available to teachers, administrators, and other interested parties. Training will also be offered to participating schools and teachers following the completion of the project.

Grant Number: H324B010041

Correlates of Responsiveness in Mothers of Children with Fragile X Syndrome

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Ending Date: 12/31/02

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Purpose: This study will examine particular maternal behaviors in mothers of children with fragile X syndrome (FXS), within interactions with her affected child.

Method: The frequency of "maintaining" versus "directive" behaviors will be collected along with specific maternal behaviors within a 60-minute naturalistic observation and a 10-minute toy play observation. Various rating scales and parent questionnaires will be administered to measure particular maternal characteristics, including depression, self-esteem, perceptions of personal upbringing, child-rearing attitudes, and social support. The cognitive status of the mother and developmental and behavioral abilities of the child will be obtained. Finally, mothers will be interviewed regarding rewards and challenges in interacting with their children.

Products: Studying the behaviors of mothers of children with FXS in interactions with their children will help to identify targets for intervention and will increase understanding of mother-child interactions in dyads affected by FXS. Understanding how mothers of children with disabilities respond to their children and what maternal characteristics impact this behavior will help to identify future directions for research and intervention. The theory and knowledge generated by this study will be disseminated through two journal articles and conference presentations. One article will be written for a professional audience, and the other will be written for parents. The findings of this study will also be posted on a World Wide Web site that will report the results and meaningful implications for practitioners and families

Grant Number: H324B010061

Are We Making a Difference? Measurement of Family Outcomes in Early Intervention

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Beginning Date: 10/01/01
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Purpose: This project explores the measurement of family outcomes in early intervention and intends to determine the underlying constructs in the array of outcomes. The study intends to result in a measurement tool that will provide a useful means of gathering systems-level data, which has implications for both resource allocation and program planning. A sound, practical instrument is beneficial in encouraging widespread measurement of family outcomes, ultimately improving practice and policy.

Method: The primary method of data collection will be the use of self-administered questionnaires. Study participants will be 200 families from four early intervention regions of North Carolina who have participated in the state's early intervention program. Data collected through several instruments will be analyzed to address five research questions. Descriptive questions are related to the type and amount of family outcomes and psychometric properties of the instrument. Explanatory questions are related to the associations of various predictors with family outcomes.

Products: The findings will enhance the understanding of family outcomes and the extent to which practice results in intended benefits to families. The study will provide a statistical basis for measuring core family outcomes. Findings will improve understanding of a particular measurement instrument that can provide a useful, practical means of gathering systems-level data. Furthermore, findings are expected to enhance understanding of variations in perceived outcomes that are associated with identified child, family, service provider, early intervention system, and community characteristics.

Grant Number: H324B010063

Fluency Building: The Next Step to Increase Language for Children with Autism in Inclusive Classrooms

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Purpose: This project will develop and implement strategies that combine naturalistic language intervention with precision teaching to develop language and spontaneous communication within a play context for children with autism.

Method: The language intervention used in this study will be introduced to the children as the "Go Fast Game," which will involve short, intense training and timings on naming items in the environment quickly. Rate of response will be measured during the intervention as well as the spontaneous use of language during free play. Once high rates of responding have been obtained, a peer will be introduced into the short training sessions to promote communication between children during the free play period. A single subject experimental design employing a multiple baseline design across three settings with four children will be conducted under vigorous program evaluation objectives to ensure the efficiency, effectiveness, and timeliness of the project.

Products: The intent of this project is to present a useful strategy to parents and teachers that would assist them in the successful inclusion of children with autism with their peers. This strategy is designed to increase fluency of language skills for these children with autism so that they will be able to use the words easily and spontaneously during free play with their classmates. Development of these skills may promote successful interactions between peers and lead to more productive inclusive classroom experiences for all children.

Grant Number: H324B010078

The Stress of Parents of Infants Cared for in the Neonatal Intensive Care Unit

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Ending Date: 12/31/02

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Purpose: The goals of this study are the following: 1) to determine whether the amount of stress experienced by families of children being cared for in a traditional Neonatal Intensive Care Unit (NICU) differs from that experienced by families of children being cared for in a Neonatal Individualized Developmental Care and Assessment Program (NIDCAP) model NICU, and 2) to gain a better understanding of the elements of those two NICU environments that have an impact on parental stress level.

Method: The sample for the study will be drawn from families with infants being cared for in the NICUs of two area hospitals; one hospital uses a traditional medical model NICU and one is a trained NIDCAP-model site. Using data from surveys and qualitative family interviews, this study will compare the amount of stress experienced by families in each setting and examine the elements of the different NICU environments that have an impact on parental stress.

Products: The findings of this study will provide useful information to families, nurses, physicians, special educators, and psychologists about the NICU environment, further research needed, and promising practices in the NICU. Researchers will be able to further guide their research, practitioners will be able to adjust the NICU environment accordingly, and families and children will have improved outcomes after the NICU experience.

84.324D
Directed Research Projects

Grant Number: H324D990019

Instructional Interventions for Young Children with Autism: Identifying, Describing, and Evaluating Options

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Purpose: The purpose of this project is to examine different instructional contexts (e.g., one-on-one instruction, self-contained autism programs, inclusive programs, combination approaches) and their effects on outcomes for young children with autism and their families.

Method: The research project will consist of three sequential studies. In Study 1, through interviews with 75 families who have children with autism under age 6, the project will identify the types of services that their children are currently receiving, how those services are funded, and parent satisfaction with the services. This is an important first step in this line of research because of the discrepancy in the types and amount of service children with autism receive. In Study 2, the project will examine the relationship between the contextual variables of different treatment approaches to child outcomes. Among the contextual variables that will be examined are the length of program, intensity of instruction, access to successful interactions with typically developing children, level of child engagement, curricular design, theoretical orientation, and parent involvement. In Study 3, the project will conduct follow-up surveys with the initial sample to assess child progress, current level of services, and family satisfaction.

Products: The research outcomes achieved by this project will translate directly to planning and implementing educational programs for young children with autism. This project will determine what contextual variables of educational programs for young children with autism are most closely linked to successful outcomes for these children and how satisfied parents are with different program configurations and components of their child's educational program.

Grant Number: H324D990046

A Family-Centered Approach to Early and Prescriptive Assessment of Children at Risk for Learning Disabilities and Behavioral Disorders

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The primary objectives of this program are: 1) to identify the occurrence, temporal ordering, and clustering of learning and behavior problems; 2) to identify the most reliable, valid, and feasible method for early identification and remediation of problems; and 3) to test the efficacy of parent involvement in assessment and testing of prereferral strategies.

Method: Building on an ecological model, this prospective, longitudinal study with multimodal assessments starting in early childhood will account for the child and family variables that contribute to and ameliorate the development of learning and behavior problems. A sample of 125 three-to-four-year-old at-risk children from culturally diverse families will be recruited from a large pediatric practice in Phoenix, Arizona. Parents and children will be administered a battery of tests each year. Because the participants will be from culturally diverse groups, and because the parents will select the strategies, the prereferral interventions will be family-centered and culturally competent. As such, they will be widely generalizable to families across the country.

Products: Plans are included for widespread dissemination of program results and products to professional and parent organizations, including a web page, articles in professional and parent publications, presentations at conferences that serve professionals in the various fields relating to the targeted population.

Grant Number: H324D990048

Improving the Delivery of Early Intervention to Children with Disabilities from High Poverty Backgrounds

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The University of Kansas Juniper Gardens Children's Project will: 1) identify, examine, and document factors that contribute to effective early intervention for children with disabilities from high-poverty backgrounds; and 2) develop and validate an intervention that incorporates these identified factors. This project will address the issue of children from high-poverty backgrounds being at greater risk for developmental delays and disabilities than children in the general population by gaining a better understanding of factors that contribute to intervention effectiveness.

Method: In Year 1, the project will conduct an experimental study investigating the effects of family-guided activities-based intervention delivered during biweekly visits to families by home visitors. The project will examine the effects of the intervention on children's cognitive, language, and social outcomes, on parent-child interaction, and on family outcomes of engagement and satisfaction. The project will also examine barriers to effectiveness in the form of less-than-adequate fidelity, intensity, or duration of intervention, and will identify threats to quality of implementation. In Year 2, the project will employ qualitative research methods using focus groups, unstructured interviews, and participant observation of both staff and families to discover potential solutions to these problems. In Year 3, the project will conduct a second experimental study investigating an enhanced intervention that incorporates family-centered solutions to barriers identified in Study 2.

Products: This project will develop: validated family-guided activity-based strategies for improving the outcomes of children with disabilities within the context of families from high-poverty backgrounds; research reports on specific factors that contribute to effective early intervention for these high-risk children and their families; and training materials to assist home visitor trainers and practitioners in establishing these programs nationwide.

Grant Number: H324D990049

Replicability of a Parent-Child Model of Early Intervention across Participants and Settings

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: This project will evaluate the validity and feasibility of the Parents Interacting with Infants (PIWI) model and will describe variables influencing perceptions of model validity and of feasibility of implementation, with emphasis on understanding participant and setting variables. The project will explore the influence of different backgrounds and contexts on parents' perceptions of validity, and it will outline considerations and questions to ask when deciding whether a particular intervention model is likely to be valid and feasible given parents and settings with certain characteristics.

Method: PIWI is grounded in research and theory that combine developmental and family-centered perspectives into a relationship-based model that utilizes parent-child interaction as a focus and context for development and intervention. Data will be collected in 16 replication sites selected to represent systematic variation in participants and characteristics of settings. The primary instrumentation and analysis procedures will be qualitative, in order to draw upon the perspectives of the participants in these sites. Staff from each site will be engaged in intensive training and on-site consultation over an extensive contact period, and data will be collected on fidelity of implementation of the model at each site. Data collection will rely on multiple methods and multiple perspectives.

Products: Results of the project will be translated into different products that will address the needs of different potential consumers, including researchers, service providers, policy makers, and the sites themselves. Information helpful in supporting judgments and decisions by each group of consumers will be disseminated by a variety of appropriate avenues.

Grant Number: H324D990051

Use of Multiple Gating and Prescriptive Assessment Procedures to Improve Early Childhood Services and Accurate Identification of Young Children with Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The purpose of this project is to develop a prescriptive assessment protocol for identifying and serving students at risk and with emotional and behavior disorders (EBD) and learning disabilities (LD) in Kindergarten through second grade. It will also develop prescriptive prereferral intervention procedures linked to assessment data to improve the academic, social, and behavioral performance of young children, and to identify environmental and contextual supports for maximizing student performance.

Method: The project will present a plan to link prescriptive assessment protocols to the monitoring of pre-academic, social, and behavioral outcome indicators in a problem-solving intervention model for early identification and treatment of children at risk and with EBD and LD in grades K-2. The problem solving model joins problem identification and validation with exploring and validating solutions in a continuous process that monitors functioning students. Intervention-referenced assessments are used to identify, prescribe, and prevent more serious learning and behavior problems.

Products: The project will identify environmental and administrative supports that enable effective prereferral intervention practices. It will help provide sustained student support (long-term implementation with ongoing student measurement) and accurate identification and appropriate services for young students with disabilities. It will produce a training package in the areas of prescriptive assessment, prereferral intervention, and implementation and maintenance of effective practices for young children with EBD and LD.

Grant Number: H324D990059

Developing Number Sense Instruction Accessible to Kindergartners Experiencing Developmental Delays

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Beginning Date: 1/01/00
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Purpose: The primary objectives of this series of research studies is to develop a knowledge base for teaching number sense to students experiencing delays in mathematics in inclusive kindergarten settings. The project will do this by integrating recent findings from cognitive psychology with the empirical knowledge base on effective

special education teaching. Additionally, the project will identify formal and informal measures of number knowledge, memory, and mathematics in early elementary school.

Method: To achieve these objectives, a series of research studies will be conducted in Oregon and Texas. The first series of design experiments will lead to interventions suitable for use with students with developmental disabilities in inclusive kindergarten classrooms. This intervention will then be evaluated with two rigorous experimental studies involving a total of 200 students. In the second study, many students will be culturally or linguistically diverse learners. The project will also conduct predictive and concurrent validity studies to develop a battery that can be used for screening and monitoring student progress.

Products: This series of studies will develop the following: 1) an empirically validated instructional approach for developing number sense in kindergarten students experiencing developmental delays in inclusive settings; 2) an empirically validated approach to teaching this material to culturally and/or linguistically diverse exceptional learners; 3) curriculum materials jointly developed with kindergarten teachers that promote access to the general education curriculum; 4) a battery of validated assessment instruments for use in predicting which kindergarten students are at risk for experiencing difficulties in mathematics learning and require additional instructional resources.

Grant Number: H324D990600

Promoting Optimal Therapeutic Practices in Early Intervention through Collaboration

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Beginning Date: 6/01/99
Ending Date: 5/31/03

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Purpose: The overall purpose of this project is to identify ways in which clinical research can optimize child outcomes by improving the practice of pediatric physical and occupational therapy for infants and toddlers in early intervention. This investigation will implement and evaluate a research-to-practice model in order to facilitate the generation and integration of empirically validated pediatric therapy practices within the context of natural environments in which infants, toddlers, and their families spend time. Central to this purpose are collaborative research-practice partnerships involving pediatric therapy teams, parents of infants and toddlers who are participants in early intervention programs, and pediatric therapy researchers. Broad goals include: 1) promotion of children's learning and development within the context of natural environments; 2) implementation and evaluation of collaborative action research teams (researchers, pediatric therapists, parents), using a participation research methodology, and 3) exploration and identification of the ways in which families may best participate as members of research teams. The project will study and identify the supports necessary to maintain utilization of collaborative research teams as an ongoing method for promoting optimal child outcomes through application of empirically validated practices.

Method: The study will be implemented as a four phase model within each of four regions of Pennsylvania. A total of 48 pediatric therapists working in early intervention will be recruited to participate. Therapists will be grouped into collaborative research-practice teams with a parent and a researcher who is a faculty member in pediatric occupational or physical therapy. The four study phases include: 1) identification of key issues and desired outcomes; 2) research action plans; 3) analysis and review of results; and 4) replication and

dissemination. The effects of this model will be determined on the basis of quantitative and qualitative measures of child outcomes and results, therapist attitudes and practices, and parent attitudes and practices. A comparison group of children, matched to the age and disability of child participants selected by the collaborative research-practice teams, and the children's parents and therapists will serve as a contrast group to determine the effects of the model on child outcomes/results and on therapist/parent attitudes and implementation of practices. Detailed notes of the model implementation process will be maintained for each research team and for each region to study the process of implementation and identify the barriers/facilitators to implementation and supports necessary to establish and maintain the model.

Products: The final phase of the study includes the development, review, and use of written materials that can be disseminated to other therapists as a way of ensuring best practices and to pediatric therapy researchers to use in training preservice students and in professional development activities. These products will be distributed nationally through presentations at meetings and conferences, attended by early intervention and/or therapy personnel, to families through vehicles such as the National Information Center for Children and Youth with Disabilities, through the project's Pediatric Therapy Home Page where materials will be placed in downloadable form, and through written articles in professional journals and other related publications. Impact of the ongoing research-practice teams within Pennsylvania has been designed into the study through the state-wide (and regional) design of the investigation, the involvement of multiple therapists, extensive and ongoing networking and input promoted through multiple regional and state-wide meetings, and the link of the study with the Pennsylvania Pediatric Therapies Initiative.

Grant Number: H324D000007

The Spiral of Inclusion: A Study of Contextual Variables That Impact Access to the General Curriculum for Preschool Students with Disabilities and Their Transition to Primary Grades

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will investigate existing videotaped sequences and prior records of children who participated in preschool education in the last decade to document contextual variables that impact access to the general curriculum for children in preschool programs. These children and their families will be contacted to discover their current placement, level of functioning, and parent perception of inclusive practices over time. This project deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities.

Method: After an ACCESS inventory has been developed, students with and without disabilities in current preschool settings will be compared and contrasted with regard to mediating variables for classroom participation and success. A cohort of students will be in transition to kindergarten during the three years of this project and issues related to implementation of a successful transition, both for staff and parents, will be delineated.

Products: This investigation of past and present resources will contribute to an integrated, collaborative model for guiding effective practice. A model that is driven by effective practices and sound theory gains power through family-centered collaboration and developmental principles of self determination. Procedural

information about the model will be available via a website, the Beach Center at the University of Kansas, and family advocacy organizations.

Grant Number: H324D000015

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This investigation will compare three prescriptive assessment approaches (the traditional psychometric approach, a functional assessment approach, and an empiric approach) to consultation with teachers. In all three approaches, standard consultation procedures will be followed; however, the approaches differ in the kind of information consultants will provide teachers and parents during the Problem Analysis Interview (PAI). This project deals with Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: Sixty teachers and their students who have academic or behavioral problems will be randomly assigned to one of three conditions. In the "traditional psychometric condition," a consultant will use the Woodcock-Johnson Psycho-Educational Battery-Revised to assess student characteristics and generate intervention plans. In the "functional assessment condition," a consultant will use an environmental assessment protocol to develop an intervention plan. In the "empirical condition," a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. Consultants will facilitate interventions through a problem-solving instructional consultation model consisting of problem identification, problem analysis, treatment implementation, and treatment evaluation. Consultants will provide consultees with a written report and help teachers implement intervention programs. The four trained consultants will be counter-balanced across conditions. Multiple outcome measures will be used: direct observational assessment, curriculum-based measurement, goal attainment scaling, treatment integrity measures, treatment acceptability procedures, and parent and teacher ratings of child behavior. The research addresses five questions about different assessment approaches: 1) Do different assessment approaches lead to different treatments?; 2) Do they yield different levels of treatment integrity?; 3) Do they produce different child treatment outcomes?; 4) Do they elicit different levels of consumer satisfaction with treatment plans?; and 5) Do different assessment approaches have different monetary and social costs?.

Products: The outcomes of this study will help inform individuals with respect to which assessment approaches might be most effective for enhancing outcomes of functional assessment and consultation. The project will develop treatment manuals for each condition that can be used by practitioners in special education and school psychology.

Grant Number: H324D000016

Evaluating the Outcomes of Developmentally Appropriate Practice with Preschoolers: Effects on Developmental and Academic Skills

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Beginning Date: 8/01/00
Ending Date: 7/31/03

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Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, includes four research studies, all focusing on evaluating outcomes of developmentally appropriate practice (DAP) with 3-to-5-year-old children with and without disabilities. The outcomes of this project are expected to provide evidence of the effectiveness of DAP, including subsequent positive effects on literacy and other academic skills.

Method: The research studies will 1) conduct a follow-up study of children with and without disabilities relating a variety of play behaviors to later academic functioning; 2) use a variety of measures to assess whether preschoolers with and without disabilities achieve the state-mandated Pre-K milestones when participating in an inclusive early education program using DAP as a curriculum framework; 3) determine the relationships among a variety of play skills, developmental areas, and emergent literacy skills of preschoolers with and without disabilities; and 4) determine individual and group growth trajectories over time of emergent literacy skills and analyze the effects of various variables on the children's growth.

Products: The project has the potential to increase understanding of the effects of DAP on the early development of young children with and without disabilities, and to expand the understanding of the course of children's development over time. Because the longitudinal approach will relate early play behaviors to later academic skills in the primary grades, knowledge of the long-term impact of early experiences will be expanded. Findings will be disseminated through professional journals, conference presentations, participation in professional meetings, preservice and inservice personnel preparation activities, and a Website.

Grant Number: H324D000018

Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments

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Purpose: This project, which deals with Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop and test an intervention program for preschool children with disabilities and children at risk for developing difficulties learning to read in elementary school, including children who are

English-language learners and children living in poverty. It will also investigate predictive relationships between preschool progress-monitoring measure used within a formative evaluation framework and reading outcomes in elementary school.

Method: The project will follow a three-stage model: program exploration, development, and validation. A decision-making intervention will be developed for young children with disabilities or at risk in terms of expressive language and early literacy development, based on reviews of language and literacy-related intervention programs and collaboration with professionals in early childhood special education, English as a Second Language, and Head Start programs. The project will evaluate the effectiveness of the intervention program based on actual differences between the developmental trajectories of two cohorts of preschoolers. Predictive relationships between preschool progress-monitoring measures will be examined, as well as different measures used with kindergartners and first-graders, and children's reading outcomes in elementary school.

Products: Results of the intervention will indicate whether or not specific progress-monitoring measures of preschoolers' expressive language and early literacy development can be employed within a formative evaluation framework as early indicators of future reading development in elementary school. This will help preschool teachers replicate and expand the use of assessment tools to monitor child progress and evaluate current instructional and ecological practices. The project will develop an intervention manual and supporting materials for arranging instructional practices and environmental arrangements to promote preschoolers' language and early literacy skills. Dissemination will be done through publication in professional journals, presentations at conferences, and a Website.

Grant Number: H324D000030

Providing a Solid Foundation for Preschoolers with Disabilities to Learn to Read

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Ending Date: 12/31/03

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Purpose: This project, which addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities, will develop an effective, feasible program for providing preschoolers with disabilities intensive phonological awareness and other early literacy instruction within normal preschool settings to create an intensive and broadly effective program to promote inclusion in normalized preschool settings. The program will encourage meaningful family participation and will be feasible for teachers to use.

Method: The project will develop and examine the effectiveness of teacher-led activities, peer-mediated activities, and parent-delivered activities. In the first year, a large experimental study will assess the added value of a highly structured, classwide peer-tutoring program, over and beyond teacher-led instruction. The effects of these methods on the development of phonological awareness and emergent literacy skills of preschoolers will be examined, and the children will be studied through first grade. A related, highly structured, intensive parent program will be started as well. In the second year, a second large experimental study will investigate the added value of that parent program on phonological awareness and emergent literacy skills of preschoolers with disabilities. These children will be followed through kindergarten. In the last year of the project, a third large experimental study will investigate how the classwide peer-tutoring and parent programs operate separately and in combination to enhance learning for preschoolers with disabilities.

Products: The project will produce validated classwide peer-tutoring procedures for delivering intensive phonological awareness and emergent literacy skills instruction within the context of preschool settings, and it will develop validated parent programs to deliver intensive phonological awareness and emergent literacy skills instruction. Research reports on the effects of these programs will be produced and training manuals and videos will be made to help teacher trainers and practitioners establish these programs.

Grant Number: H324D000041

Inclusion of Preschool Children with and without Disabilities in State Standards Based Accountability Systems

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project addresses Focus Area 1: Inclusion of Students with Disabilities in Large-Scale Assessment Programs. The University of Kentucky Interdisciplinary Human Development Institute's University Affiliated Program (UAP), in collaboration with the Council for Exceptional Children's Division for Early Childhood (DEC), will conduct a three-year, multi-state investigation to develop a set of recommended practices for Standards Based Accountability Systems at the preschool level. The primary research objective is to investigate appropriate practices for the inclusion of preschool children with and without disabilities in Standards Based Accountability Systems. Practices will be identified from current research, perceptions from the early childhood community, and current practice in states.

Method: The project will address the issue of inclusion of preschool children with and without disabilities in accountability systems through four interrelated activities: Activity 1: Synthesize the current knowledge base as it relates to critical components and practices when implementing Standards Based Accountability Systems for the preschool population; Activity 2: Identify perceptions of the early childhood field about: 1) appropriate practices for Preschool Standards Based Accountability Systems at the preschool level; 2) the value of a Preschool Standards Based Accountability System; 3) how young children should be assessed for accountability purposes; and 4) the relationship between Recommended Practices (DEC), Developmentally Appropriate Practices (National Association for the Education of Young Children), and Standards Based Accountability Systems at the preschool level; Activity 3: Identify how states currently include pre-kindergarten programs in their Standards Based Accountability System; and Activity 4: Validate a set of recommended practices for inclusion of preschool children with and without disabilities in state and local Standards Based Accountability Systems. The study will utilize a mixed methods approach that will include interviews, focus groups, document review, and surveys. Five states will be selected for a more in-depth case study of the current use of Standards Based Accountability Systems with preschool populations.

Products: At the end of the project, a set of recommended practices related to preschool inclusion in Standards Based Accountability Systems, which has been validated by the field, will be available to state and local programs across the country.

Grant Number: H324D000057

Assessment Protocols for Latino Children with Learning or Emotional Disabilities

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Purpose: This project will address the lack of culturally sensitive learning and emotional assessments for Latino children three to nine years of age. The late identification of Latino children requiring special education causes behavior deterioration and school attrition. The project will improve the quality of assessments for this group through qualitative and quantitative research initiatives and related dissemination activities. The project's objectives include describing the currently used assessment methods and opportunities and obstacles for the identification of these Latinos; determining the elements of alternate new assessment protocols for these children; developing time-efficient new assessment protocols; and examining their usefulness when used by school personnel. This project addresses Focus Area 3, "Early and Prescriptive Assessment of Children with Learning and Emotional Disabilities."

Method: The investigation will use both focus group-expert panel (qualitative) and subject examination (quantitative) methods to obtain the data. In year 1, the project will identify highly discriminating traits between separate samples of Spanish-speaking Latino children three to nine years old with and without learning disabilities and with and without emotional disabilities, in order to determine how to recognize these disabilities in a 90- to 120-minute period. In year 2, the project will conduct focus group and expert panel discussions to recommend time-efficient protocols for the assessment of learning and emotional characteristics in these children and will construct new assessment protocols. At the end of year 2 and year 3, the project will examine the usefulness of these new assessment protocols when used to identify Latino children with learning or emotional disabilities by school personnel. In this investigation, the project will search for early signs of trouble, consider the child within a physical and human context, approach the methods and analyses from a multi-influence standpoint, inquire about specific typical and atypical behavior and skills, use focus group and expert panel qualitative research, use adapted published scales and tests, and conduct quantitative collection and analyses of data. The project's approach will be multi-disciplinary, seeking parental and consumer involvement.

Products: The project will produce valid learning and emotional assessment protocols and elucidate on the particular dimensions of Latino preschool and school-age children. On-going and final data and products will be disseminated through the World Wide Web, newsletters, conference presentations, and journal publications.

Grant Number: H324D000067

Accessing the Childcare Curriculum: Effective Instruction of Children with Autism

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Purpose: This project addresses Focus Area 2: Instructional Interventions and Results for Children with Disabilities. The project will conduct research on: 1) teaching young children with autism skills that are seen as important for success in subsequent kindergarten placement; 2) teaching young children with autism developmental skills that will allow them to access the early childhood curriculum; and 3) assisting parents of young children with autism in preparing their children for kindergarten.

Method: Nine studies will be conducted. Seven of the studies will be conducted in inclusive childcare classes, will involve the children's classroom teachers, and will use effective instructional strategies in the children's ongoing activities. One study will focus on identifying specific skills children need in their likely kindergarten classes, and another study will focus on assisting parents in helping their children's kindergarten teachers include the child successfully.

Products: The findings from these studies will be disseminated through the following mechanisms: nine study reports will be submitted to professional journals, two teacher-friendly articles will be submitted, two discussion articles or chapters will be written, two teacher manuals will be developed, and a parent product will be written. Findings will be presented at professional conferences, and summaries of findings and advertisement of products will appear on the project's World Wide Web site.

Grant Number: H324D000068

Functional Communication, Attention, and Collaboration in Early Childhood (FACEC)

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Purpose: The purpose of FACEC is to: 1) train teachers and families to implement one of three interventions for decreasing challenging behavior; 2) decrease rates of challenging behaviors for young children with disabilities; 3) conduct workshops at local, state, and national levels to train teachers and families to implement interventions designed to decrease challenging behaviors; and 4) disseminate project information through the journals designed for teachers, teacher training programs, and families.

Method: This research extends current knowledge by: 1) analyzing generalization information for three interventions designed to decrease challenging behaviors; 2) analyzing the effects of various consequences on challenging behaviors for each intervention; 3) analyzing training efforts needed for both teachers and families; and 4) analyzing the effects of parent-implemented versus teacher-implemented intervention. The following single case experimental designs will be utilized to answer FACEC research questions: reversal, multiple baseline across activities, alternating treatments, and multi-element. An analysis of variance will be used to assess differences in effects between parent-implemented and teacher-implemented intervention.

Products: Teachers and families will be provided with new information that will directly affect their intervention efforts.

Grant Number: H324D010019

Functional Assessment, Collaboration, and Evidence-Based Treatment (FACET)

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project is designed to assess the effectiveness of a collaborative approach for addressing challenging behaviors among young children. The goal of FACET (Functional Assessment, Collaboration, and Evidence-Based Treatment) is to disseminate an evidence-based approach designed to support the social-emotional development of young children with disabilities with the aim of minimizing the need for more intense services in elementary school, and to prevent the need for special education for children without disabilities who are at risk of developing serious behavior problems.

Method: The experimental method involved in this project involves two components: FACET intervention procedures and action research processes. Both components will be taught to experimental teams and monitored through collaborative sessions between teams and FACET research staff. Two elements of the FACET intervention (functional assessment and positive behavior support) are designed to enable professionals and parents to develop effective interventions to accommodate challenging behaviors. The FACET intervention protocol is carried out in the context of team-based, collaborative problem-solving.

Products: This project intends to contribute to the knowledge of evidence-based interventions that accommodate and prevent challenging behaviors among children. The approach taken is comprehensive, incorporating multiple strategies which include restructuring the environment, minimizing the occurrence of problem behaviors, and teaching functionally equivalent, socially competent behaviors. The collaborative, team-based orientation of the FACET model is intended to contribute to the strategies' long-term maintenance and system-level change.

Grant Number: H324D010027

Collaborative Teaming to Support Preschool Students with Severe Disabilities Who Are Placed in General Education Early Childhood Programs

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This three-year research effort will investigate the effectiveness of a collaborative teaming model to support preschoolers with severe disabilities who are placed in general education early childhood programs.

Method: The general education/special education collaborative teaming model will include monthly team meetings to develop "Unified Plans of Support" for targeted preschoolers with disabilities. Core team members (including the child's parent) will design and collaboratively implement the plans that include academic adaptations and social and communication supports designed to promote the acquisition of developmentally appropriate skills and full social participation. An in-depth investigation will focus on three educational teams across three preschool programs. Impact on preschooler performance will be evaluated through multiple data sources including behavioral observations within the context of a multiple baseline design and multiple team interviews. The practicality and usefulness of full implementation of the collaborative teaming model will be evaluated through a series of focus group interviews with the participating special and general education teachers, the parents of the focus students, and the administrators of the preschool programs. The impact of learner performance will be evaluated through behavioral observations within an AB, multiple-probe design.

Products: Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination to associated early childhood research institutes and technical assistance providers, posting on early childhood Web sites, and presentations at special and general education national and state conferences.

Grant Number: H324D010031

Young Children's Citizenship in the Literate Community: Research into Low Incidence Disability, Development, and Inclusive Early Childhood Programs

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: This project is a three-year ethnographic/qualitative and action study of inclusive early childhood special education, focusing on access to high quality literacy curricula for all children, including students with low incidence disabilities aged (approximately) 36 months to 6 years.

Method: The project will respond to the following four questions: 1) what is the socially constructed meaning of "access to the literacy curriculum" on the part of young children with low-incidence disabilities in inclusive

early childhood programs?; 2) how are services and supports currently designed in relation to question #1?; 3) how might the project more effectively design services and supports to promote future access and participation?; and 4) how will accomplishing responses to question #3 alter responses to question #1?. The project will respond to each of these broad-based questions in the context of: 1) development of effective individualized family service plans (IFSPs) and individualized education programs (IEPs); and 2) curricular and home opportunities promoting the extremely important development of emergent literacy skills in all children. Included in this study will be two age-cohorts of children along with their families, teachers, peers, school and agency administrations, etc. One cohort will be a group of (approximately) 36-month-old children receiving special education services in a variety of natural environments. The project will follow this diverse cohort for 36 months, studying, among other issues, transitions into preschool and IEPs (from IFSPs). The second cohort will be a group of (approximately) four-year-old students receiving special education services in a variety of situations that allow for consistent, extended, and thoughtfully supported academic interactions with nondisabled children. This cohort will be followed for 36 months, studying, among other issues, transitions from preschool to elementary school.

Products: The findings from this project will be disseminated nationally and internationally through: 1) research presentations given at three or more international conferences annually; 2) publication in peer-reviewed research journals; and 3) possible manuscript for publication with an education press. The findings will be disseminated through: 1) on-going consultations in school districts across Iowa; 2) graduate coursework and research; and 3) undergraduate coursework and experiential learning opportunities.

Grant Number: H324D010048

Long-Term Outcomes of Children Receiving Preschool Intervention for Behavioral or Developmental Concerns

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Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Tom Hanley
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Purpose: This project deals with Focus Area 7: Research on Early Childhood Mental Health. The project will examine the long-term effects on school outcomes associated with participating in an intensive preschool intervention for children with behavioral and developmental concerns. The project will also address the mechanisms of determining impact and cost-effectiveness of the early intervention program.

Method: The study site selected for this project is the Positive Education Program's Early Intervention Center (EIC) in the Cleveland, Ohio area. Twenty-two annual cohorts of EIC children have gone as far as the third grade in school, and will be included in the study (resulting in a total sample size between 3,216 and 4,560). School record data will be collected from local school districts to see how these children have progressed over time. The research questions addressed in this study will determine which school outcomes (such as grades, achievement test scores, attendance, grade retention, disciplinary removals, special education service use, and high school graduation) occur within four groups of children matched demographically at first grade: a) children who participated in a parent-driven preschool intervention program with a reputation for quality; b) children who received special education services before school entry in their school districts; c) children who began receiving

special education services for emotional or behavioral disturbance later in first grade; and d) children from the same school building who appear to be typically developing, which will provide a normative reference group that will aid in interpreting the information collected about the other children's development.

Products: The project will submit journal articles to publications targeting researchers, practitioners, families, and policy makers. The project will submit articles to specific association newsletters and World Wide Web sites. Project staff will make presentations at research conferences.

Grant Number: H324D010052

Enhancing Social-Emotional Development through Support Practices

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: This project will develop, implement, and evaluate the effectiveness of two different family support practices intended to foster social and emotional development and resilience in infants and toddlers with or at risk of disabilities. An indirect approach will focus on educating parents on recommended best practices in early intervention and a direct approach will implement an accepted curriculum for fostering social and emotional development and strengthening of parent-child relationships.

Method: The study will implement an experimental design with random assignment of 120 families into one of four groups, all of which will continue to receive services through their IFSPs. Group One will receive indirect intervention, Group Two direct intervention, and Group Three will receive both. Group Four will receive none of these additional interventions. The goal is to assess which of the three experimental interventions is most effective in promoting child social-emotional development.

Products: This project will draw conclusions about which of the family support practices it develops are most effective in enhancing parent-child relationships and subsequently social and emotional development and resilience of infants and toddlers with disabilities. The findings will contribute to the advancement of theory related to advocacy and child development and to relationship development of parents and their infants and toddlers with disabilities. Findings will be disseminated to federally funded research and training centers and within the fields of education, early intervention, special education, psychology, and psychiatry. Results will be published in research and practitioner journals for early childhood and special education and the mental health fields.

84.324E
Congressionally Mandated Activities

Grant Number: H324E011001

The Impact of Sleep-Disordered Breathing on Reading and Cognitive Skills in Early Childhood

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Beginning Date: 4/01/01
Ending Date: 3/31/03

OSEP Contact: Glinda Hill
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Purpose: This project explores the effect of sleep-disordered breathing on development of reading and other skills in early childhood (three to six years of age). Previous research results from project laboratories support the notion that the development of foundation cognitive skills in the preschool period may be hampered by the presence of snoring, gas exchange abnormalities, and fragmented sleep in children. The first goal of the work is to investigate whether early identification and intervention of sleep disorders will modify the development of academic readiness skills.

Method: Children enrolled in Jump Start programs, including those for children of teen mothers, and at a Children and Youth clinic will participate in the research, and a validated sleep questionnaire will be administered to identify children at risk for sleep-disordered breathing. In addition, the data from such interviews will be interfaced with a battery of cognitive assessments performed in the same children. In those children with categorical questionnaire scores compatible with a high risk for sleep-disordered breathing, overnight sleeping studies will be conducted, and if needed, children will be referred for treatment. Results obtained through project assessments will be compared with those obtained in another cohort of similar children for whom no sleep diagnostics and intervention will be conducted.

Products: This project will attempt to answer three major research questions: 1) what is the prevalence of sleep-disordered breathing among three- to six-year-old children at risk for academic problems?; 2) how does the presence of sleep-disordered breathing affect individual children's speech perception, language, short-term memory, phonological processing, letter-sound knowledge, and general cognitive skills that develop between the ages of three and six years?; and 3) do interventions aiming to correct sleep-disordered breathing modify the neurocognitive outcome of three- to six-year-old children?

Grant Number: H324E014001

Early Childhood Development Project for the Mississippi River Delta Region

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Beginning Date: 10/01/01
Ending Date: 9/30/02

OSEP Contact: MaryAnn McDermott
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Purpose: The Early Childhood Development Project for the Mississippi River Delta Region (the Delta Project) continues to demonstrate strategies for building local capacity to improve early intervention and education services and enhance developmental and educational results for children with disabilities ages birth through 12 years in the Delta region of Arkansas, Louisiana, and Mississippi.

Method: The Delta Project is collaborating with state and local early intervention, education, and public health agencies; Head Start; child care providers; local elected officials; and others to identify and overcome barriers that limit opportunities for children with disabilities to develop and learn. Project implementation includes the following: 1) providing training and technical assistance to teachers, other education personnel, public health practitioners, child care workers, and others to elevate their skills and ease in assisting children with disabilities and families; 2) providing training and support in families with children with disabilities to promote increased understanding of child development and parent-child activities that advance child development and learning; 3) facilitating collaboration and problem-solving among local agencies, community resources, and decision-makers to improve services and results for children with disabilities; and 4) offering short-term, otherwise unavailable evaluation and essential services for children with disabilities.

Products: The project will strengthen local networks of early intervention, education, and human services personnel and will assist parents by building capacity, enhancing competencies, and improving communications in ways that supplement and support existing programs and resources.

Grant Number: H324E015001

National Center on Low-Incidence Disabilities

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Beginning Date: 5/15/01
Ending Date: 5/14/03

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Purpose: The goal of the National Center on Low-Incidence Disabilities is to increase the nation's capacity to provide educational and other services to infants, children, and youth with deafness, blindness, and severe disabilities.

Method: This goal will be accomplished by developing an expansive online integrated system of information and services, supplemented by hard copies in print and braille and a toll-free phone number, that is organized around four goals: 1) information exchange; 2) local support; 3) teacher training; and 4) knowledge advancement.

Products: The activities of the National Center will significantly boost the availability of pertinent, cutting-edge knowledge to the communities, schools, and homes across the United States where students with low-incidence disabilities live, work, learn, and play.

84.324H
National Center on Accessing the General Curriculum

Grant Number: H324H990004

National Center on Accessing the General Curriculum

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Beginning Date: 12/01/99
Ending Date: 11/30/04

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Purpose: The purpose of the National Center on Accessing the General Curriculum is to confront significant challenges children with disabilities face daily, such as curricula with inherit barriers to their learning, teachers who lack strategies for helping them overcome the barriers, policies that inadvertently provide disincentives for finding truly viable solutions, and a general population that sees their interests as being in conflict with those of regular education students.

Method: To meet these challenges, this project will create an organization of partners connected to each other and to an extensive network of consumers and stakeholders by modern tools and common concerns. The partners in the IDEA Network are as follows: Harvard Children's Initiative/Harvard Law School, for its expertise in policy analysis and development; Boston College Department of Teacher Education, Special Education, Curriculum and Instruction for its expertise in integrating best practices in regular and special education; Center for Applied Special Technology (CAST) for its expertise in curricular adaptation and universal design for learning; and the Council for Exceptional Children for its expertise in supporting professionals, parents, and children with disabilities. Using a World Wide Web-based network infrastructure, the partners will jointly develop an inclusive community of educators—linked with parents, students, and advocates—all contributing to, and benefiting from, a continuous growing, universally designed database of ideas, information, models, and strategies for optimizing access to the general curriculum.

Products: The World Wide Web-based infrastructure for this IDEA Network—called the centerNET—will serve both as the means of the Network's operation and eventually as its content.

84.324K
Research and Training Center on the Development of Infants, Toddlers, and Preschool Children with or at Risk of Disabilities

Grant Number: H324K010005

Research and Training Center on Early Childhood Development

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The Orelena Hawks Puckett Institute (in Asheville and Morganton, North Carolina), the Center for Excellence in Early Childhood Education (at the University of North Carolina - Asheville), and the Family, Infant and Preschool Program (at the Western Carolina Center, Morganton, North Carolina) plan to establish a Research and Training Center of National Excellence to review the knowledge base on: 1) young children's early relationships; 2) emotional, self-regulatory, and social development; and 3) environmental factors that influence development. The knowledge base will then be translated into effective strategies (practice protocols) that establish a foundation for success in school and in community and family adaptive functioning.

Method: The Research and Training Center (RTC) on Early Childhood Development will conduct focused research syntheses of effective early childhood practices; translate this research into practice protocols that practitioners and families can use to enhance healthy child mental development; conduct research on the effectiveness of the practice protocols; disseminate information on effective intervention practices, strategies, and methods; and provide training at the preservice and inservice levels. The conceptual framework described in Shonkoff and Phillips' book "From Neurons to Neighborhoods" will be used to organize and integrate the research knowledge base.

Products: Focused research syntheses on selected topics will be developed by translating research findings into practice protocols that parents and practitioners can use to carry out evidence-based practices. Twenty research syntheses and 20 practice protocols will be completed per year for 5 years, for a total of 200.

84.324L
Research and Training Center in Service Coordination for Part C of IDEA

Grant Number: H324L990002

Research and Training Center in Service Coordination

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Beginning Date: 12/01/99
Ending Date: 11/30/04

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Purpose: This center will use both quantitative and qualitative methods to conduct a series of descriptive and intervention (experimental) studies that lead to the development of promising practices in the provision of effective service coordination to enhance the implementation of Part C of the Individuals with Disabilities Education Act (IDEA).

Method: The center is a partnership of three primary agencies: University of Connecticut Health Center; University of North Carolina, Chapel Hill; and the Federation of Children with Special Needs. There will be three strands of activities for the center: families, service providers, and system administration. The interrelated strands are separate components and formulate the six objectives of this program: 1) describe current models of service coordination across the nation; 2) identify the outcomes of effective service coordination; 3) describe recommended practices in effective service coordination; 4) measure effective and accessible service coordination through the use of new methodology and use of existing tools; 5) validate components and practices needed for effective service coordination; and 6) disseminate information about the center's activities and products. The center will utilize both national samples and state-specific sites in order to meet these objectives. The groups studied will differ according to the following characteristics: 1) geographic location throughout the United States; 2) place of family residence (urban, suburban, rural); 3) family socioeconomic background; 4) family structure; 5) family cultural backgrounds and ethnicity; 6) child disability and severity of developmental delay; and 7) state system.

Products: Administrators and policy makers will receive detailed information through the project's development of service coordination typologies to guide revision of their selected service coordination model (if warranted), their personnel policies (credentialing and personnel development plans), and their approach to funding. Federal policy makers and state legislators will be able to use the information in the following ways: 1) to identify policy barriers at the federal level and strategies to address those barriers; 2) to identify needed policy changes; and 3) to identify areas that need additional scrutiny. The project will assist participants to develop their skills through the creation of learning communities which will be useful for preservice and inservice training as

determined through State Comprehensive Systems of Personnel Development (CSPD). Through this project's effort, personnel developers will be able to develop training programs designed to individualize training. The center's data will be used to assist personnel developers in identifying successful strategies to use with individuals with diverse skill profiles.

84.324M
Model Demonstration Projects for Children with Disabilities

Grant Number: H324M980060

Enhancing Peer Relationships in Natural Environments in Urban Communities (Early Intervention and Early Childhood)

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Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Glinda Hill
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Purpose: The purpose of this demonstration project is to increase access to activities in natural environments in the community for children age birth to three who are receiving early intervention because they have developmental delays or are at risk for a disability. The Individual Family Service Plan (IFSP) process will be used to both embed a social competence curriculum and to identify community activities for learning about peer relationships. The curriculum is designed to be implemented in natural environments including the home, to ensure family participation, and community settings in which typical children participate. The quality and effectiveness of early intervention will be enhanced through the IFSP process and the social competence curriculum framework, which will focus on facilitating peer relationships.

Method: A community mapping process will be used to identify and expand the type and number of activities and settings available for participation by infants and toddlers with disabilities and their families. Training on project content and methodology (curriculum and home and community activities) will be provided to families, early interventionists, and community program staff. Additionally, policies will be developed to guide the use and effectiveness of natural environments in early intervention in collaboration with the statewide Part C system and the Interagency Coordinating Council. An added focus of this project will be the challenge of identifying, expanding, and evaluating natural environments in urban communities: Hartford, Connecticut, for the first two years and two additional Connecticut urban communities, with Latino populations in the majority, during the last two years. Project staff will include a bilingual parent of a child with disabilities. A multidimensional evaluation plan will measure project effects on children, families, service providers, programs (including cost), and communities.

Products: A total of 180 children and families will be served through the project. Dissemination of project findings will occur through statewide meetings, national presentations, written and electronic program descriptions, training materials and policy alerts, articles in peer reviewed journals, and chapters in books. These materials and activities will be audience specific (e.g. parents, service providers, administrator, etc.).

Grant Number: H324M980074

Building Communication Links for Infants/Toddlers with or at Risk for Disabilities

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The purpose of this project is to improve social-communicative outcomes for infants/toddlers with risk factors for severe communication delays, through early identification of infants/toddlers (6-36 months) at risk for severe communication delay and through the development, evaluation, and dissemination of cost-effective instructional tools to enhance critical early social interactions between the child and the caregiver. A preventive approach will respond to the increased incidence of young children at risk for disorders involving severe communication delays, including pervasive developmental disorders and emotional/behavioral disorders.

Method: The project's objective will be accomplished collaboratively with key service providers and parents through development of awareness materials, implementation of a screening process, and design of a unique set of accessible observation and teaching strategies. Activities will include work with field test sites to develop training videos (introductory levels for children at risk and a second level with extensive assessment/programming strategies for infants with identified delays) plus on-line training materials. A cadre of locally based trainers will be developed in Early Head Start and Early Intervention programs to disseminate materials and train other providers.

Products: Project results will include improved social/communicative outcomes for infants and toddlers (birth to three) who are experiencing or are at risk for disabilities that result in severe communication delays through early identification and intervention. Another outcome is increased parent and professional access to promising practices. Products will include awareness materials, observation and teaching strategies, and training materials to implement the strategies. Dissemination activities will involve the following: 1) presentations will be made at national professional conferences and state and regional conferences; 2) a project World Wide Web home page will be maintained and updated on a monthly basis to allow for ongoing dissemination to a broad audience including parents and paraprofessionals; and 3) the project staff will submit at least two articles on the results of the project to a major journal in early childhood special education and a parent journal.

Grant Number: H324M980132

ECCSPLORe-IT

Project Director: Hutinger, Patricia
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Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Gail Houle
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Purpose: The major goal of the Early Childhood Curriculum Support Predicting, Listening, Observing, and Recording—Integrating Technology (ECCSPLORe-IT) project is to develop, test, and disseminate a replicable math, science, and social studies curriculum that integrates technology. The target population is three to eight year old children with mild to severe disabilities, their families, and program staff. Based on the importance that technology applications have in addressing the educational needs of young children with disabilities and their families, the model will incorporate a wide range of interactive multimedia software applications along with off-computer materials and activities targeting science, math, and social studies concepts and skills young children need to acquire. Creating opportunities to use and to produce interactive software that emphasizes acquisition of rich conceptual knowledge of math, science, and social studies is a major focus of the model.

Method: This project is collaborative among four entities: Macomb Projects at Western Illinois University, and early childhood special education classrooms in Macomb, Beardstown, and Rushville, Illinois. During the first year, the demonstration site will be in Macomb, followed in the second year by Beardstown and the third by Rushville. Demonstration site personnel will receive training on technology applications centering on math, science, and social studies skills and use of adaptive peripheral devices during two 2 1/2-day workshops. Additional training, support, and technical assistance will be provided by phone, a World Wide Web site, and in person. Curriculum activities will be demonstrated by project staff during weekly visits made to each demonstration site in the site's first year of participation. Later, project staff will observe site staff implementing the model and assuming increasing responsibility for model activities. Classroom activities will be videotaped for content analysis. Immediate feedback will occur, along with scheduled data collection in the form of children's portfolios, developmental checklists, staff competencies, site satisfaction, family satisfaction evaluation, and other measures. Some activities will involve "Logo," a computer language that targets problem solving skills. A variety of innovative instructional strategies will be provided to families and staff at demonstration sites. The project's "Family to School Connection" activities will serve as a bridge between home and school.

Products: The anticipated number to benefit from this project is 320, including 159 children, 151 families, and 10 staff. Information about the model will be disseminated through staff development workshops, presentations at state and national conferences, journal articles, an interactive satellite broadcast, information posted to the Macomb projects page on the World Wide Web (www.mprojects.wiu.edu), and an ECCSPLORe-IT World Wide Web site.

Grant Number: H324M980154

Asian Family Collaboration Project: Facilitating Language Development in Young Children with Disabilities and Limited English Proficiency

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The Washington Research Institute will develop, implement, evaluate, and disseminate a model demonstration project to: 1) optimize the first and second language development of young children with disabilities who come from Asian backgrounds and are limited in English proficiency, and 2) enhance the ability of parents and staff to collaborate effectively in assisting the children. This population has increased significantly over the past ten years, and is greatly at risk for delayed language in both English and their first language.

Method: The project will accomplish the following nine goals: 1) develop, field test, and evaluate methods and materials which will enhance the ability of service delivery staff to facilitate language and emergent literacy development in children in a variety of placement settings; 2) provide staff with strategies and materials designed to allow them to share information with parents, enabling parents to use the strategies with their children in their first language; 3) develop videotapes of strategies in four Asian languages (Vietnamese, Cambodian, Korean, and Lao); 4) develop methods and materials regarding cultural sensitivity designed to increase staff ability to work successfully with parents of Asian minority backgrounds, and to develop comparable materials for parents, providing them with information about the culture of American schools and other settings; 5) develop methods for interpreter use in presenting materials to parents with limited English proficiency; 6) develop methods and materials to promote "training of trainers" for key staff; 7) collect short term and follow-up evaluation data that document the impact of the model with staff and parents; 8) collect short term and follow-up evaluation data on the first and second language development of target children; and 9) replicate and disseminate the model in a variety of settings.

Products: Through the use of direct training, training of trainers, distance learning, and videotape and materials distribution, the materials and procedures developed by this project will be used by hundreds of staff, who in turn, will transmit the information to many parents to assist their children more effectively. During the model development period, the project staff will work with approximately 35 staff members who will present the model to at least 70 parents. In year two, 50 staff members will present the model to at least 100 parents. In year three, 80 staff members will present the model to 160 parents. In year four, 100 staff members will be trained directly, and another 100 staff members will be trained through a distance learning pilot dissemination. These 200 staff members will impact an additional 400 parents.

Grant Number: H324M980173

First Words Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The First Words Project is a model demonstration project to develop, implement, evaluate, and replicate a system for the early identification of children with communication disorders and the provision of early intervention. This project consists of two components that aim to demonstrate the effectiveness of a transdisciplinary, interagency collaborative referral and evaluation process based on the Communication and Symbolic Behavior Scales (CSBS) model and to develop a family-guided menu of service options for infants, toddlers, and families.

Method: The "early identification component" will demonstrate the effectiveness of a referral and evaluation system for early identification of children at risk for developmental disabilities using multiple measures of communication and language development, based on collaboration with families and child care and health care facilities. Measures of prelinguistic parameters will be used to identify and follow children based on information gathered from a referral checklist distributed through health care and child care facilities, a caregiver questionnaire (CQ), and a behavior sample of the child and caregiver. During each year of this project, 40 children (ages 9-18 months) will be identified as at-risk for having a communication disability based on performance that falls more than 1 standard deviation below the mean on the CQ. The "early intervention component" will consist of a

menu of service options: 1) family education and support services that may be preventative and include parent education group meetings in the community, parent education modules disseminated to families and service providers, resource and referral databases, and parent support and networking groups; 2) individualized, family-guided early intervention programs for children with developmental delays to be documented by an Individualized Family Service Plan (IFSP) and implemented in the child's natural environment at home or child care settings; and 3) referral systems, transition planning, and transition support. The project will enroll at least 20 families per year in this component to ensure a total of 80 families served over four years. The intervention will be individualized through a family-guided assessment of the communicative environment. Parents will be essential partners in the identification of specific concerns, intervention planning, and evaluation of outcomes. Social validation measures will assess the extent to which families find the intervention strategies acceptable and feasible and whether treatment effects are perceptible and valued by other parents and professionals. This project will demonstrate the short and intermediate effects of an early intervention program to prevent and ameliorate communication deficits and associated sequelae. During the first three years of the project, First Words will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and practitioners. During the fourth year, the project will be further refined and replicated in rural counties surrounding Leon.

Products: Results will reach practitioners through local, state, and national levels through inservice workshops, conference presentations, short courses, and the distribution of training materials. The "CSBS Checklist" will become public domain and will be made available to health care and day care practitioners through conference presentations, publications in interdisciplinary journals, and the Internet. A First Words Project World Wide Web home page will be established for dissemination of information on early identification and intervention. Training materials will be developed, including videotaped case examples, and written documentation will be designed for practitioners in diverse disciplines. For parents, the project will develop 10 parent education modules on topics considered high priority by families of young children with disabilities. These materials will utilize a format that will guide Family Facilitators in assisting other families to explore specific issues, such as communicating with professionals, the IFSP process, sibling issues, visiting preschool programs, etc. The modules will be developed for low literate consumers and will be ethnically and culturally sensitive. For researchers, proposals for presentations of evaluation results will be submitted to professional organizations with interest in special education and communicative disorders.

Grant Number: H324M980174

Research and Innovation in Natural Environments Project

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This model demonstration project will develop a plan to provide inclusive early intervention services to children with special needs who are under the age of three years. The project will enable 110 infants and toddlers with special needs to receive extensive early intervention services in a natural environment, i.e., a private child care setting. The goals of this project are: 1) to measure the impact of this model through pre and post comparisons of child change and comparison of change to that of comparable participants in a previous segregated model; 2) to measure changes in family satisfaction; 3) to compare the cost of this model to that of a segregated model; and 4) to disseminate findings and materials that will enable others to replicate the model.

Method: Five features of this project include: 1) the early intervention services will be in a setting that was previously segregated; 2) the services provided are unusually intense: they are provided for a minimum of 5 hours and a maximum of 10.5 hours per day, year round; 3) the services provide high quality intervention, using a multidisciplinary team, and are provided to all children, therefore children with special needs will receive quality resources; 4) the families of the typically developing children pay full price for their child's services and they self-select the program; and 5) three large data sets, gathered previously, will permit cost-effectiveness research that extends beyond what is possible given the limited funding. The project's strategies are drawn from multiple theoretical perspectives, and they reflect a sensitivity and awareness of the cultural and demographic characteristics of the target audience. These strategies are clearly reflected in one commercially available curriculum, the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) Curriculum for Birth to Three Years, Volume 2 (Cripe, Slentz, & Bricker, 1993), which will be used by the project staff. The sample for the intervention group will include three cohorts of 70 children, a majority of whom will have special needs. All children will be at least nine months of age at entry and will be 36 to 47 months at exit. The final subject population for the final evaluation questions related to the comparison of outcomes of children in the natural environment will be approximately 150 with a range from 145-160.

Products: The project staff plan to move this community program into a national model, evaluate it using advanced statistical tools, summarize and disseminate the findings, and prepare the model to be replicated by others in future years. Findings of this program will be disseminated through journals, conference presentations, task forces, policy meetings, and discussions with peers across the nation.

Grant Number: H324M980197

Project Open House: Systems Change to Support Early Childhood Inclusion

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: Project Open House will enhance developmental outcomes for young children with disabilities in community-based early childhood education (CBECE) settings through the provision of 1) formal training experiences for CBECE teachers and 2) support of a peer coaching model involving CBECE teachers and early childhood special education (ECSE) teachers employed by participating local education agencies (LEAs). The primary goals of this project are: 1) to support the successful inclusion of young children (aged three to six years) with disabilities in community-based child care homes or centers through educational reform efforts that include use of permanent substitute teachers used to release CBECE and ECSE teachers from classroom instruction to work together in a peer coaching relationship; 2) to develop and implement professional development opportunities that are designed to efficiently and effectively improve CBECE teachers' knowledge, skills, values, and attitudes related to early childhood inclusion; 3) to assess the impact of the project on participating children, families, teachers, and administrators using a range of outcome measures; 4) to support CBECE teachers' active participation on target children's individualized education program (IEP) teams; and 5) to develop and disseminate materials and procedures necessary to successfully replicate the model of educational reform and professional development with families, teachers, and administrators in six additional LEAs.

Method: The peer coaching process will focus on infusing validated intervention strategies and environmental modifications into CBECE settings. The project reflects an educational paradigm shift as LEAs extend

educational services to community-based programs. There are four populations served by this project: 1) families of preschoolers with disabilities who are simultaneously enrolled in early childhood special education (ECSE) classrooms and center- or family-based early childhood settings such as child care or preschool programs; 2) target preschool children; 3) community-based early childhood (CBECE) teachers who care for and teach these children; and 4) ECSE teachers who also care for and teach these children. The model will be developed in an urban/suburban setting, with replication sites reflecting rural/suburban LEAs.

Products: The project will result in professional development opportunities for CBECE and ECSE teachers. Project staff will disseminate project results through presentations at national, regional and local conferences, mailings to interest groups, and the use of an electronic World Wide Web site.

Grant Number: H324M980207

Individualizing Inclusion in Child Care

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a model for individualizing inclusion in child care. The model has three components: 1) use of ecological congruence theory to plan child assessments, 2) use of operating principles related to implementing instruction, and 3) application of help-giving practices to the behavior of intervention teams.

Method: The project has three objectives: 1) develop, implement, evaluate, and disseminate a model that teachers and specialists can use to address Individualized Family Service Plan and Individualized Education Program goals in an individualized manner in ongoing and meaningful activities in full-day child care; 2) develop, field test, and disseminate an instrument to assess the quality of individualized inclusion in full-day child care; and 3) prepare materials and procedures for helping other child care providers to replicate the model and use the quality of inclusion instrument. The project will be implemented in the Frank Porter Graham Child Care Program and another community child care center. The participants will include young children from infancy through four years of age, parents of those children, persons with disabilities, and child care teachers and special services staff.

Products: The expected outcomes are: 1) a model that has been evaluated and can be replicated in other sites; 2) an instrument for evaluating the quality of inclusion efforts; 3) materials (manuals and videotapes) for training others to use the project model; and 4) written descriptions (chapters, articles, etc.) about the model's applications.

Grant Number: H324M980219

Project SUCCEED in Head Start

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: This demonstration project combines the capacity and commitment of parents, Head Start staff, and formal and informal community resources to improve the life chances of young children who have or are at risk of emotional and behavioral problems.

Method: The program elements are framed within an ecological perspective, social learning theory, and a strengths-based approach which involves adaptation of proven curricula to help family members and Head Start staff to intervene effectively with children; use of the partners as curriculum reviewers, trainers, and coaches; an enhanced family support capacity; direct intervention with children; augmentation of existing Head Start transition to kindergarten; and expansion of community involvement in meeting the needs of young children and their families.

Products: Through the project family and staff will be trained to provide effective services to children with emotional and behavioral problems. Therapeutic care will be provided to children while parents attend the training. The cooperative communities created by the project will involve parents and personnel from local and state advocacy and government agencies to increase the capacity for service for children with mental health needs.

Grant Number: H324M980223

Strategies for Efficient & Effective Keiki (Child) Find (SEEK)

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Beginning Date: 1/01/99
Ending Date: 12/31/02

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Purpose: The Hawaii University Affiliated Program and state Department of Health (DOH) will develop, implement, and evaluate innovative Child Find strategies to address under-identification and under-referral of infants and toddlers with special needs. The goals of this project are: 1) to develop and demonstrate strategies to communicate to direct service providers the importance of, and indications for, early referral, and how to talk to parents about concerns; 2) to develop and demonstrate innovative strategies to raise direct service providers' awareness of eligibility, services, and referral pathways; 3) to evaluate the effectiveness of these strategies; and 4) to disseminate project findings and products.

Method: With families as partners, culturally sensitive strategies will be developed based on the 1997 Evaluation of Part H Child Find in Hawaii (CFE97) data and recommendations, innovative strategies from other states, and focus groups of families and providers with Filipino ancestry. Strategies will be piloted and evaluated using CFE97 measurement strategies and baseline data. Strategies will be modified as necessary, implemented in six geographically diverse communities and assessed again.

Products: Three dissemination formats will be used: written reports of project process, findings, and materials available; oral/visual presentations to interest groups; and a World Wide Web page on the project.

Grant Number: H324M980232

Creating Partnerships between Pediatricians and Early Interventionists for Child Find: PEDI-Link

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Beginning Date: 10/01/98
Ending Date: 9/30/02

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Purpose: The purpose of the PEDI-Link model is to: 1) positively impact statewide child find efforts for infants and toddlers (birth to three); 2) enhance the capacity of pediatricians and family practitioners to participate in statewide child find efforts; and 3) strengthen the partnership among pediatricians, family practitioners, and early interventionists relative to the identification and referral of young children (birth to three) at risk for or with identified disabilities.

Method: The project aims to: 1) increase the number of infants and toddlers who are identified and linked to appropriate services; 2) establish a partnership among pediatricians, family practitioners, and early interventionists; 3) design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services; 4) design, implement, evaluate, and disseminate training materials to prepare early interventionists to assume the roles and responsibilities of the PEDI-Link Liaison developed during field-testing and replication phases of the PEDI-Link model; and 5) build the capacity of the state to establish and institutionalize a statewide partnership among pediatricians, family practitioners, and early interventionists relative to the implementation of quality child find activities.

Products: This project has two dissemination objectives: 1) to disseminate information throughout the country describing the need for and effectiveness of partnerships between pediatric practitioners and early interventionists for child find; and 2) to disseminate project activities and materials so that the PEDI-Link model can be replicated throughout the country. The project will disseminate a variety of information products, including brochures, presentations, newsletters, and journal articles, depending on the target audience. The target audiences include parents/families, early intervention professionals, pediatricians, family practitioners, medical residents, and schools of medicine. Project staff will: 1) publish a brochure describing the project for dissemination nationally through the National Early Childhood Technical Assistance System (NEC*TAS); 2) make presentations at national conferences (e.g., Zero to Three, Division for Early Childhood); 3) prepare publications for appropriate journals (e.g., Journal of Pediatrics, Topics in Early Childhood Special Education, Infants and Young Children); and 4) disseminate information through a PEDI-Link World Wide Web site which will be established and updated bimonthly.

Grant Number: H324M990015

Using Cueing Strategies and Behavior State Analysis to Increase Alertness and Responsiveness among Infants with Severe Cognitive and Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: This study will increase basic alerting and responding behaviors among infants with severe cognitive and multiple disabilities. These findings will provide the basis for interventions that use communication cueing strategies that best fit individual differences in behavior state patterns and, most importantly, that are designed to increase the duration of time infants spend in the alert and responsive states.

Method: The cueing strategies will be taught to parents, caregivers, and direct service personnel using a variety of approaches—for example, use of videotapes, an individualized gestural dictionary, and group problem solving. Participants will include 25 infants and young children with the most severe types of motor, sensory, and cognitive impairments and delays. The project will be a cooperative effort involving the University of Kansas, Rockhurst College, Children's Mercy Hospital, medical and health-related services, and early intervention educators. The method will include a variety of measures, designs (e.g., cohort comparisons), and statistical analyses. Cohort comparisons will be possible by using longitudinal data from 34 infants with severe disabilities who do not receive the interventions.

Products: The project will produce a training package that contains assessment and intervention procedures for using communication cueing strategies to increase levels of alertness and responsiveness.

Grant Number: H324M990026

Development of Social Competence in Young Children with Emotional and Behavior Problems

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: This project will create a model to expand services and improve outcomes for young children at risk for serious emotional disturbance. This will be accomplished through the development, implementation, evaluation, and dissemination of a community-based, family-centered model of early identification and intervention for young children with emotional and behavioral problems (EBP).

Method: The demonstration project will identify children ages three and four and will provide intervention to include community, school, and family involvement in an approach that integrates behavior support plans, social skills training, parent management training, and on-going support to ensure maintenance.

Products: The project will develop a community-based, family-focused model of early identification and intervention for young children with or at-risk of EBP. It will implement the model at selected Head Start sites; evaluate the model using multiple outcome measures to determine the effectiveness of its components; develop procedures and materials for replication; and disseminate project findings at the state, local, and national levels.

Grant Number: H324M990066

Project CALL: Contextualized Approach to Language and Literacy

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Ending Date: 6/30/02

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Purpose: This project will provide a model for assisting family members, teachers, teachers' aides, and speech-language pathologists (SLPs) in meeting the language and literacy needs of preschool children in culturally and linguistically diverse, inclusive, Head Start classrooms. By emphasizing scripted play activities within the context of book reading, children will be supported in making the transition to literacy.

Method: Through a three-phase process of reading, telling, and guiding the re-enactment of stories, family members, teachers, teachers' aides, and SLPs will work collaboratively to implement a variety of instructional strategies, and to achieve interrelated goals in the areas of language, literacy, and cognition. Both regular and special needs preschool children enrolled in Head Start classrooms at three different sites in southern Rhode Island will participate in Project CALL instruction. In year one, two classrooms will receive CALL instruction. In year two, four classrooms will participate, and in the final year, six classrooms will receive Project CALL instruction. The effectiveness of this model will be evaluated in four ways: a quasi-experimental between-group comparison; an analysis of individualized goal attainments; a qualitative analysis of classroom interaction; and a follow-up component which tracks the progress of these Head Start children into kindergarten and first grade.

Products: A total of 108 preschoolers will take part in this project. Over the life of the project, eight teachers, ten teacher assistants, six coordinators from Head Start, four project staff with training in speech-language pathology from the University of Rhode Island, and parents of the Head Start children will participate in implementing Project CALL.

Grant Number: H324M990080

Benchmarks: Inclusion of Infants and Toddlers with Disabilities in Natural Settings through Training in Collaborative Consultation

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The purpose of this project is to develop and implement a model of training to ensure that family members, early intervention providers, infant/toddler caregivers, and teachers have the prerequisite knowledge and skills in collaborative consultation to promote the successful inclusion of infants and toddlers with disabilities in natural settings.

Method: The project will: 1) identify recommended practices or "benchmarks" for successful inclusion through a process of national field-validation; 2) develop a model of training in collaborative consultation skills for successful inclusion; 3) implement the model of training for family members, early intervention providers, infant/toddler caregivers, and teachers to support the successful inclusion of young children with disabilities; and 4) coordinate and promote support for the model among state and local level planners, family members, providers, and advocates. The project will develop a curriculum and supporting materials for training in collaborative consultation based on "Benchmarks of Inclusion." The model will be field-tested and evaluated in a two-city, two-county area of Virginia's Tidewater region in year two and expanded to the remainder of the Tidewater region during years three and four.

Products: The project will result in a replicable model of training in collaborative consultation for family members, early intervention providers, infant/toddler caregivers, and teachers that meets a national priority to include and serve infants and toddlers with disabilities in natural settings.

Grant Number: H324M000051

Bridging the Gap: A Model Demonstration Project for Moving the DEC (Division of Early Childhood) Recommended Practices into Actual Practice for Young Children with Disabilities and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/04

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Purpose: Research in the field of Early Intervention and Early Childhood Special Education (EI/ECSE) has documented effective practices for improving outcomes for young children with disabilities. However, the widespread adoption of these practices has been hampered by at least three major challenges: 1) a thorough synthesis of the knowledge base; 2) the effective translation and dissemination of this information for stakeholders—

families, practitioners, administrators, and personnel trainers/technical assistance providers; and 3) a model of administrative, training, and systems change strategies needed to implement and sustain high-quality services to children and families. The Division for Early Childhood (DEC) began addressing the first two challenges by using information from a review of the research literature and a series of focus groups of stakeholders to develop and validate a set of recommended practices and produce materials designed specifically for the four stakeholder groups. Bridging the Gap will address the third challenge to the adoption of recommended practices by developing a model for facilitating the sustained use of the identified practices through systems change and training procedures.

Method: The project will: 1) develop a model for facilitating the sustained and widespread use of recommended practices in early childhood programs; 2) implement the model with two sites in collaboration with systems change teams from the sites in order to build the programs' capacity to effectively implement the practices over time; and 3) evaluate the model, the materials, and the outcomes of the project on both a summative and formative basis using ongoing evaluation data to improve and revise the model.

Products: The project will disseminate information on the practices, the model, and outcome data through DEC and its partner organizations.

Grant Number: H324M000069

Community Connections: Promoting the Participation of Young Children with Disabilities in Community Settings

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: This model demonstration project will facilitate the participation of young children with disabilities in their communities. The objectives of this project are to: 1) create a task force of community leaders and families; 2) develop, implement, and coordinate information and awareness activities; 3) provide opportunities for networking and support; and 4) coordinate and provide training and technical assistance.

Method: The project will be implemented in Prince George's County, Maryland, a large, predominantly African-American suburban county bordering the District of Columbia. The project emphasizes the coordination of existing programs in Prince George's County. The community task force will consist of community providers and parent representatives who are interested in promoting community participation in Prince George's County. Its purpose will be to identify and promote linkages among families and key groups in the community. It will also provide input and advice to project staff in developing and implementing other components of the model. The networking and support component emphasizes building networks and developing linkages for both community participants and families. The training and technical assistance component will identify and coordinate existing training opportunities, develop training modules to address gaps, and provide training using a trainer of trainers' approach.

Products: Project tasks will be accomplished by conducting community forums, preparing and disseminating the "Community Connections Newsletter," developing linkages with families, and holding informal, family-to-family support gatherings. The information and awareness component of the model will : 1) establish and implement

a public awareness plan; 2) create and administer a Community Connections World Wide Web site to provide information about community resources to families and providers; and 3) prepare and disseminate a "Community Resource Guide."

Grant Number: H324M000111

FAMILY TIES: Enhancing Parent Involvement in the Education of Preschool Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/04

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Purpose: Based on studies that suggest that parents' style of interaction with their children may have a greater impact on children's later IQ and reading ability than attendance in a preschool program, this project will develop a parent education model for preschool special education that incorporates two innovative features into its design: 1) relationship-focused intervention procedures used with birth to three-year-old children focusing on the developmental and preacademic issues addressed in preschools; and 2) emphasis on the use of assistive technology in the home.

Method: During the first three years, the model will be field tested in a variety of classroom-based and parent-focused intervention combinations. In the fourth year, the model will be field tested in a low-income school district.

Products: Evaluation will determine whether this model 1) promotes parental responsiveness; 2) enhances parents' ability to incorporate assistive technology into children's environments; and 3) impacts children's development.

Grant Number: H324M010033

PROJECT PLAY: Promoting Positive Learning Outcomes through an Activity Based Approach with Young Children with Disabilities

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The provision of individualized and often specialized services to children with severe disabilities in inclusive settings has proved to be a significant challenge. At least three major barriers exist: 1) personnel lack the necessary training for meeting the complex needs of young children with severe disabilities; 2) professionals from a wide range of disciplines and families do not routinely work together in designing, implementing, and evaluating intervention efforts; and 3) programs lack a systematic or linked approach for developing and

implementing individualized intervention. Project PLAY is designed to overcome these barriers by implementing a comprehensive model across a variety of programs in Kentucky and Ohio. The model is a linked approach composed of assessment, individualized education plans, embedded instruction, and systematic data collection.

Method: The project's two major goals are the following: 1) to train diverse staff at model sites to implement authentic assessment, target meaningful skills, embed instruction during daily activities, and engage in ongoing data collection to monitor children's performance over time; and 2) to evaluate and disseminate the model so that it can be utilized in other settings and sustained over time. Four model sites will participate in Project PLAY. A rigorous development, implementation, and evaluation plan will ensure new knowledge and extensive dissemination of findings, thus improving services for young children with severe disabilities. Key stakeholders and consumers will be involved to ensure the integrity and utility of project activities.

Products: Training materials will be developed for use in early childhood settings including Head Start, public school preschools, community-based childcare, and blended programs.

Grant Number: H324M010055

Contextually Mediated Therapy/Intervention Project

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: The major aim of this project is to develop, implement, and evaluate a promotional approach to therapy and intervention with young children with disabilities, birth to three years of age, called Contextually Mediated Therapy/Intervention (CMT/I).

Method: CMT/I uses everyday family and community activity as the contexts for providing children with learning opportunities, where child participation and competence enhancement are mediated by the social and nonsocial experiences afforded children in everyday natural learning environments. CMT/I builds upon and brings together methods and approaches from different therapy and intervention models, and integrates them into a new approach to doing therapy and intervention. This project will develop, implement, and evaluate an approach for identifying everyday children's routines and activities as contexts for therapy and intervention (CMT/I). It will also develop, implement, and evaluate techniques and procedures for using CMT/I as an approach to promote child competence. The demonstration phase of the project will involve physical and occupational therapists, a speech and language pathologist, and an early intervention specialist developing, implementing, and evaluating CMT/I with 40 to 50 children (birth to three years of age) and their families.

Products: Assessment procedures, CMT/I guidelines and techniques, and procedural "how to" manuals will be developed, field tested, and validated by project staff. The CMT/I model, methods, and procedures will be replicated with different therapists and interventionists. The project will disseminate information about CMT/I and its usefulness as an early intervention approach by producing a video to document and describe the CMT/I approach.

Grant Number: H324M010060

Early Childhood Leadership Directions

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will develop, implement, evaluate, and disseminate a model and materials for preparation of early childhood leaders across agencies at local and state levels to provide collaborative, family-guided, standards-based, outcomes-driven services for all young children—intentionally including appropriate supports for young children with disabilities and their families.

Method: The project will accomplish the following: 1) develop and implement a set of modules and two Web courses for leadership training that can be used—together or separately, in person or electronically, inservice or preservice—to prepare leaders for the next decade to guide services for infants, toddlers, and young children with disabilities and their families in natural home and community settings; 2) evaluate the materials and service delivery plans, using the modules in at least three states and using the Web courses internationally; and 3) produce and disseminate the validated procedures and materials in formats that will enable other states, universities, and programs to replicate all or part of the model.

Products: Outcomes will include the following: 1) development, implementation, and evaluation of two project training plans—Web-based courses and a more traditional training combination of workshops, experience in collaborative problem solving with cohort groups, and mentoring by peers; 2) publication of validated procedures and materials to allow others to replicate EC Leadership Directions training or selected components of it, such as outcomes-driven program design and evaluation, interagency/interdisciplinary collaboration, family-guided services, new models of leadership, culturally appropriate leadership, mentoring, systematic strategic planning, advocacy, resource finding, proposal writing, financial management supervision, public relations, and advocacy techniques; 3) wide dissemination of these materials through print and electronic media to enable personnel from multiple agencies to benefit from the project; and 4) enhancement of leadership strategies of many additional service providers and family leaders as a result of presentations at regional and national meetings and publications in respected early childhood journals across disciplines.

Grant Number: H324M010071

Early Social Interaction Project: Teaching Very Young Children with Autism Spectrum Disorders in Natural Environments

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Beginning Date: 8/01/01
Ending Date: 7/31/05

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Purpose: There is now a substantial body of empirical support demonstrating the effectiveness of a range of approaches for enhancing social and communication skills of preschool children with autism along a continuum

from behavioral to developmental that differ in philosophy and specific teaching strategies. The empirical research on children with autism indicates that intervention provided before age 5 has a much greater impact than that after age 5, consistent with early intervention research with other populations. The level of social and communicative competence attained by individuals with autism has been found to be an important predictor of outcome. There is a pressing need to develop early intervention programs that are appropriate and effective with very young children with autism spectrum and that are consistent with the mandates of the Individuals with Disabilities Education Act Amendments of 1997 (PL 105-17) Part C, addressing the provision of early intervention services within natural environments. The Early Social Interaction Project is designed to develop, implement, evaluate, and replicate an early intervention program for very young children with autism spectrum disorders.

Method: Children with autism spectrum disorders will be identified by 24 months of age. The early intervention program will consist of the following components: 1) family-guided assessment to identify concerns, priorities, and resources; 2) individualized, family-guided intervention program to be documented by an Individualized Family Service Plan and implemented in the child's natural environments; and 3) referral systems, transition planning, and transition support to Part B services. Unique features of this project specially designed for very young children with autism spectrum include: 1) focus on social interaction, communication, and play targets for each child, determined individually in collaboration with families based on the child's prelinguistic profile and the parents' responsivity and language input demonstrated in interactions during daily routines; 2) blend of behavioral and developmental approaches that have been empirically supported to address the core deficits associated with autism, positive behavioral support, and generalization of learning across environments; 3) intensity of programming for at least 20 hours of intervention per week in natural environments; 4) coordination of services.

Products: The project will enroll at least six families per year to ensure a total of 24 families are served over four years. The project will demonstrate short-term and intermediate effects of an early intervention program on meaningful outcomes for children with autism and their families. During the first three years of the project, the Early Social Interaction Project will be developed, implemented, and evaluated in Leon County as a collaborative effort with Florida State University and community agencies and service providers. During the fourth year, the project will be further refined and replicated in four other counties in the panhandle of Florida. Data gathered will contribute new knowledge about very young children with autism spectrum and increase the field's ability to serve these children more effectively.

Grant Number: H324M010093

Cultural and Linguistic Diversity in Early Intervention: A Program Improvement Model

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will develop, refine, demonstrate, and evaluate the Cultural and Linguistic Diversity Program (CLD), a model aimed at improving the quality of early intervention and preschool special education services offered to children (birth to 5) and their families who are from diverse cultural and linguistic backgrounds, with a special focus on Latino children and families.

Method: The project has four components: 1) development and refinement of the Cultural and Linguistic Diversity Curriculum; 2) training of early intervention providers; 3) technical assistance to program participants; and 4) development and dissemination of resource materials. A total of 120 program coordinators and service providers from North Carolina will participate in the CLD program. In addition, current state-wide early intervention and preschool technical assistance providers, constituting the project's "Leadership Technical Assistance Team," will receive training to develop, expand, and enhance their skills in providing ongoing technical assistance on cultural and linguistic diversity issues.

Products: The implementation of this model will build capacity and improve service provision to young children with disabilities by supporting program/agency administrators, program coordinators, and service providers in assessing the cultural and linguistic appropriateness of their policies and practices, and in developing, implementing, and evaluating strategies to meet the needs of all children and families they serve.

Grant Number: H324M010118

FAMILY LINKS: A Developmental Relationship-Focused Intervention for Children with Autism/PDD and Severe Behavior Disorders

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Beginning Date: 9/01/01
Ending Date: 8/31/03

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Purpose: Developmental relationship-focused intervention (DRF) is an increasingly popular alternative for addressing the needs of young children with severe social-behavioral disorders including autism/pervasive developmental disorder (PDD). This treatment approach is predicated on the belief that parents are children's primary teachers during early childhood. By helping parents become more responsive to their children, DRF addresses the socioemotional needs of children by improving the quality of the attachment relationship between parents and their children, increasing children's communication with their caregivers, and promoting children's motivation to socialize.

Method: This demonstration project will develop curriculum materials and training supports that are needed to address social and behavioral problems of children in early intervention (EI) and early childhood special education (ECSE). It will demonstrate this model with a sample of 45 children with severe behavior disorders and their parents in three sites. Services will begin in children's EI programs (12 months) and continue through their involvement in ECSE (12-30 months). This facet of the model is designed to demonstrate continuity in the philosophy and strategies these programs use to address social and behavioral problems throughout the early childhood years. The project will collect cost data on the implementation of this model to determine whether this approach might be a cost-effective alternative for addressing social behavioral problems, and it will evaluate the effects of DRF intervention on children's social, behavioral, communicative, and cognitive functioning at home and school as well as the impact of this model on parents and families.

Products: Materials and results from this model demonstration project will be disseminated through conference presentations, publications, a newsletter, and a World Wide Web site.

Grant Number: H324M010138

ACES: Access for Children to Early Services

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Beginning Date: 9/01/01
Ending Date: 8/31/05

OSEP Contact: Peggy Cvach
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Purpose: Finding and serving infants and preschool children with developmental needs is a national priority under IDEA. Identifying and intervening with children in their preschool years may improve developmental outcomes, support families, and save resources for school districts and society at large. In addition to identifying general developmental delays, there is a specific need to accurately identify and refer young children with social-emotional and behavior disabilities, to prevent later detrimental mental health, educational, and antisocial outcomes. The overall goal of the Access for Children to Early Services Model (ACES) is to improve community-based early identification systems for infants, toddlers, and preschool children who are at risk for social-emotional and behavioral disabilities.

Method: This project is a family-centered, low-cost, and effective early identification and referral model for young children with social-emotional and behavioral disabilities. The approach has appeal because it involves parents in the evaluation of their child's development and it provides an economical strategy for the early identification of social-emotional and behavior disabilities. Targeted objectives include: 1) refine and implement a collaborative, community-based, multi-agency early identification approach; 2) replicate and evaluate the model in ethnically diverse settings; 3) evaluate the cost, effectiveness, and satisfaction; and 4) replicate and disseminate the ACES model.

Products: Children and families will receive direct benefits through ongoing screening and timely referral to special education services to improve outcomes and prevent secondary delays.

84.324N
Initial Career Awards

Grant Number: H324N000003

Development and Validation of Indicators of Functional Movement Skill for Infants and Young Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project will design and validate individual growth and development indicators (IGDIs) for functional movement skill in young children with disabilities and those at risk for developmental delay. These IGDIs serve two important functions: 1) to monitor children's growth in movement skill so that children with delays in development will be identified quickly and easily by practitioners and caregivers who do not have extensive motor expertise; and 2) to monitor growth in movement skill when children are receiving specific movement-related interventions.

Method: This project is based on the premise that optimal outcomes related to the movement development of a young child are more accurately administered when information on growth is obtained frequently, assessments are conducted in the natural environment, and when intervention strategies are facilitated in a timely manner. The importance of functional movement skill to later development and inclusion in home and community underscores the importance of early monitoring and identification of children who are not growing in functional movement skill and thus in need of assistance. In this project, functional motor "growth indicators" for infants and young children will be developed. The extent to which these tools are a valid and reliable measure, sensitive to growth over time and to intervention, will be analyzed longitudinally.

Products: Benefits of this project will include synthesis of the current knowledge base in movement skill; development and validation of the movement IGDIs; and a broad dissemination of results to care providers, practitioners, and researchers.

Grant Number: H324N010018

Ecological Support for Young Children with Challenging Behavior, Their Peers, and Teachers

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This study will examine the roles that children with problem behavior play in the peer culture of an inclusive early childhood program, and will develop a model of intervention grounded in the research of positive behavioral support, person-centered planning, and naturalistic social-communication instruction.

Method: The first phase of the study will describe the social-communicative role of the child with challenging behavior in peer dyads, his peer culture, and his classroom culture in three early childhood classrooms. Qualitative data will include field notes of observations, open-ended interviews, and documents collected and analyzed within an ecological systems study. The second phase of the study will include implementation of a practical model of intervention grounded in positive behavioral support, person-centered planning, and naturalistic communication-based instruction. The intervention phase will successively involve two early childhood classrooms. A component of the intervention phase will involve participatory action research methodology in which the classroom teachers will share in research decision making. Data management will include qualititative and quantitative measurement.

Products: The findings will provide a practical model of intervention for young children with problem behavior. Results will be disseminated widely through conference presentations; peer-reviewed publications; consumer-oriented articles for teachers and parents; and consumer presentations for teachers, parents, and young children.

84.324R
Outreach Projects for Children with Disabilities

Grant Number: H324R990003

CASCADES Project: Creating and Sustaining Change across Diverse Early Intervention Systems

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The CASCADES project is designed to improve the quality of early intervention/early childhood special education services through a systems-level change approach. Three systems changes will provide the substance for this outreach project: linking assessment, intervention, and evaluation; adopting a naturalistic approach to intervention; and promoting meaningful inclusion of families.

Method: The project's two major components are: 1) training, to continue the efforts of the previously funded demonstration project which focused on implementing proven models in assessment and intervention, and 2) product development, to design, produce, and distribute high-quality training materials and products to ensure long-lasting impact of training. Training and technical assistance will be provided to at least 10 individuals in each of 9 states. These individuals will include administrators, coordinators, family members, and interventionists. These individuals will become Stakeholder Trainers and will be provided with information and follow-up support so they can pass along the learned information to produce systems-level change.

Products: Through adoption of a train-the-trainer model, the project's direct impact will be disseminated to other personnel and sites. Training materials will be distributed to provide trainers with structure and support as they increase and sustain knowledge at training sites. These training materials will include videotapes, manuals, and assessment products for each of the three systems change concepts. Some of the training materials will be made available in Spanish. In addition, project findings will be disseminated through presentations at conferences and publication in appropriate journals and book chapters.

Grant Number: H324R990005

National Interagency Coordinating Council Parent Leadership Support Project

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Beginning Date: 5/01/99
Ending Date: 4/30/02

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Purpose: The Federation for Children with Special Needs has developed a parent leadership support model with input from parent leaders in 25 states across the country. Based on a series of national training institutes and participatory inventories of needs and issues for parent leaders, the model focuses on key areas of concern, including Part C of the Individuals with Disabilities Education Act, leadership and constituent representation, understanding organizational systems, data collection, and using personal experiences to amplify policy issues.

Method: The project model supports leadership development in three key areas: a national Leadership Institute designed to afford participants a replicable model of leadership support and training, technical assistance to states participating in the institutes to support their respective leadership events, and ongoing technical assistance to states engaged in leadership development activities. The project will provide support through on-site, in-depth training aimed at skill building and knowledge development; it will provide a compendium of resources related to parent leadership on state interagency coordinating councils (ICCs); and it will establish peer leadership networks. These and additional support services and products will be extended to teams and individual parents and professionals throughout the country.

Products: As a result of the project, ICCs will be better able to meet parent training needs and will be better able to recruit parent leaders from the field. A strengthened and diversified parent voice will have a more effective impact on policy development related to services for young children and their families. Parent participation in leadership roles in other educational and service settings will increase.

Grant Number: H324R990006

Partners Plus Outreach — Respite, a Part C Family Support Service

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The purpose of Partners Plus (PP) Outreach is to replicate a family-centered model designed to expand respite care (temporary child care) options for families of young children with disabilities ages birth to three through training of families and caregivers, and to increase awareness of and use of the Partners model and its products through dissemination activities.

Method: PP Outreach uses a four-step process that begins with selection of replication sites. Local planning groups (LPGs) plan for replication to ensure that the unique needs of their communities are met by the model. PP Outreach provides continual support and technical assistance to LPGs through their implementation and evaluation of the model. In training, family and caregivers learn about caring for children using their daily routines, discover the challenges children with disabilities experience, and develop skills to build successful long-term partnerships with each other. After training, families and caregivers receive continuing support as they interview each other, participate in individualized training, and work together in respite. Using a local planning group to plant support, replication promotes community partnerships among families, early intervention providers, LEAs, and others and begins to build a community home for the model.

Products: PP Outreach has created four manuals to help families and caregivers develop respite relationships to help communities replicate the model. These products provide communities with a step-by-step process for creating Partners programs in their localities and help families and caregivers develop individualized training.

Grant Number: H324R990009

SPIES Outreach: Curriculum and Internet Support for Use of Naturalistic Intervention Strategies with Young Children with Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/03

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Purpose: This project will increase the capacity of agencies and institutions to teach naturalistic intervention strategies, will increase the capacity of agencies whose missions include technical assistance and dissemination of information, will build the capacity of individual participants to use naturalistic intervention strategies with young children with disabilities, and will build the capacity of family members and others to participate effectively as team members in development of the Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP).

Method: The project will accomplish its goals by disseminating a validated curriculum, Strategies for Preschool Intervention in Everyday Settings (SPIES), which is designed to teach adults to use strategies of demonstrated effectiveness, collectively termed naturalistic instruction, as they serve young children with disabilities and their families. The project will nationally disseminate the curriculum to agency personnel and faculty of institutions of higher education and to partner agencies such as Parent Training and Information Centers and Regional Resource Centers. The project will also disseminate an adapted SPIES curriculum via the Internet to family members and regular educators, and it will develop and provide support procedures to enhance the probability that adults successfully use the strategies with young children with disabilities. Dissemination of the SPIES curriculum is intended to ultimately benefit five different participant groups: preservice early childhood and early childhood special education students; Head Start personnel; child care personnel; local education agency preschool personnel; and IEP/IFSP team members, especially families of young children with disabilities.

Products: At least 495 individuals will learn to use naturalistic intervention strategies, and these individuals are estimated to serve a total of at least 9,900 children. At least 620 individuals are expected to access the Internet curriculum. Also, partner agencies are expected to refer at least 25 additional sites to the project.

Grant Number: H324R990012

Family Enhancement Outreach Training Project

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The Family Enhancement Outreach Training Project will focus specifically on promoting competencies in practitioners to assume the types of roles needed to be responsive to the individualized needs and priorities of families. Implementing these competencies requires significant expansion in the roles that early intervention practitioners assume in their work with infants and toddlers and their families. The project will use a family-centered assessment and intervention model that evolved from model-demonstration and research projects focused on the best ways to support and strengthen family functioning.

Method: The outreach training model will use a collaborative, multidisciplinary team training context to promote interventionists' skills in ways consistent with the evidence and procedures derived from studies of other successful models. Onsite training will be conducted in the context of the multidisciplinary teams that provide services. Parents of young children with developmental disabilities or at risk for developmental delays will participate as integral members of the early intervention team, promoting family involvement in all aspects of early intervention programs.

Products: As a result of working with early interventionists and parents participating in the outreach training, the project will contribute to knowledge about family-centered intervention practices. The Family Enhancement Outreach Training Project is expected to produce positive results in the range of training opportunities and the number of persons served by such programs. The project will develop a manual for use in replicating the training model for promoting the competencies of early intervention practitioners. Project results will be presented at professional conferences and distributed through national clearinghouses.

Grant Number: H324R990018

Making the Right to Communicate a Reality for Children with Severe and Multiple Disabilities: Outreach II

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Beginning Date: 1/01/00
Ending Date: 12/31/02

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Purpose: This project will address the needs of the young child with severe and multiple disabilities who is not able to use speech, manual signs, and high-tech communication devices. The goal of this project is to disseminate effective alternative communication intervention strategies to early childhood professionals, parents, and speech-language pathologists across the nation in a manner that will promote long-term impact.

Method: The project constitutes the second phase of a recently completed outreach project that has targeted communication intervention in the early childhood population. It will directly train professionals and family members who are involved with nonverbal children, birth to eight years old, who experience severe and multiple disabilities that impact upon communication skills development, such as severe mental retardation, sensory impairments (including deaf-blindness), autism spectrum disorders, and severe orthopedic impairment. The training, which will include the area of presymbolic communication, is three-tiered. Level I training workshops, conducted in six targeted states, will reach up to 900 participants. Level II training, reaching up to 75 participants, involves intensive long-distance training using videotapes and a trainee support network. Level III involves a trainer-of-trainers workshop for those who successfully complete the first two levels of training and includes up to 75 participants.

Products: This project will work to increase knowledge of appropriate communication intervention for children with multiple disabilities, to improve communication intervention skills of target children, and to teach communication intervention strategies to other professionals and parents. Access to a cadre of regional experts will be available to help staff and families encourage communication in target populations. This increased knowledge will also assist parents to ensure continuity of communication intervention for their children throughout the school years.

Grant Number: H324R990023

SpecialCare Outreach: A Project to Increase Natural and Inclusive Child Care Placement Options for Children with Disabilities

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The purpose of SpecialCare is to increase the natural and inclusive child care placement options within the context of the individualized family support plan (IFSP) or individualized education plan (IEP) for children with disabilities from birth to five and their families through these four goals: 1) to coordinate activities with Part C, child care licensing, referral, and state education agencies; 2) to replicate the SpecialCare model of training for home- and center-based child care providers in coordination with local interagency coordinating councils (ICCs) or planning groups; 3) to foster linkages among child care providers, families, and early intervention and early childhood special education services; and 4) to ensure that SpecialCare responds to the needs of families and caregivers.

Method: The project will replicate the SpecialCare model with local ICCs or local planning groups in five to seven communities within three to five states in year one. SpecialCare works through ICCs or planning groups made up of key stakeholders, including families, to provide training for home- and center-based child care providers and to prepare each replication site to continue training after outreach assistance is complete. At each site, local replication trainers will participate in project training to familiarize them with SpecialCare content and methods so that they can carry out training in their own communities supported by project materials and technical assistance.

Products: Two project products, "The SpecialCare Curriculum and Trainer's Manual" and the "Planning Guide for SpecialCare Training," will be disseminated nationally, targeting agencies with responsibility for training child care providers.

Grant Number: H324R990025

Oklahoma First Step Project: Kindergartners on the Path to Prosocial Behavior

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This outreach project will assist teachers and parents in Oklahoma by replicating a proven secondary prevention model for anti-social behavior in kindergartners. The "First Steps to Success" program, developed at the University of Oregon, is a joint home and school intervention that helps at-risk children make a successful start in school by teaching them to get along with teachers and peers and to engage in schoolwork. There are three components to the model: an easy-to-implement screening of all kindergartners; a school intervention involving the child, peers, and teachers that teaches a prosocial pattern of school behavior; and a home intervention that enhances parents' ability to support and improve their child's school adjustment and performance.

Method: The project will implement and institutionalize the model intervention in urban, suburban, and rural districts with 24 kindergartners during the first two years. Schools will be assisted as they incorporate the intervention in their existing programs, and technical assistance will be available for up to a year after funding. Workshops will be offered in six rural regions of the state, with subsequent technical assistance. Additional training will be provided to participating teachers during week-long summer institutes.

Products: During the third year, the project will focus on dissemination of the model throughout Oklahoma. Other dissemination activities include: development of a web site that features access to assistance, project outcomes, and products; collaborative presentations at conferences that will reach a variety of stakeholders; and distribution of publications to publicize and highlight examples of implementation and outcomes in Oklahoma.

Grant Number: H324R990044

ENRICH Outreach

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: The purpose of this project is to provide outreach and assistance to early intervention providers in implementing the ENRICH model of early intervention service delivery. The ENRICH model is a community-based, family-driven, transdisciplinary model that integrates therapeutic strategies into children's daily life activities.

Method: The ENRICH model has significantly benefited Part C-eligible infants and toddlers who have motor disabilities and their families through demonstrated gains in child independence and parent feedback on satisfaction surveys. ENRICH will work with sites within the states of Colorado and Wyoming during the first year. Additional sites will be selected for the following years. The project will work collaboratively with early intervention providers in Colorado and Wyoming to provide training on the ENRICH model. Training will incorporate distance learning via teleconferencing, mentoring, and demonstration of ENRICH techniques.

Products: Presentations will be offered at national, state, and regional conferences. Articles describing the ENRICH model will be submitted to early childhood/early intervention journals. The ENRICH World Wide Web site will be developed to disseminate information. Finally, the ENRICHment Guide will be furthered developed and published to describe computer software that can be used by therapists to help them focus on the subject's life situation and stage of development. The software will provide treatment options in parent-friendly language and format, specifically designed for typical environments.

Grant Number: H324R990045

Project KITE Outreach (Kids Included Through Technology Are Enriched)

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: The KITE (Kids Included through TEchnology) model is designed to foster inclusion of children with disabilities in culturally sensitive ways through the use of assistive technology. The project focuses on children, ages 3-8, from low-income backgrounds and from a variety of cultures.

Method: The KITE model includes four components: teaming, training, technical assistance, and technology access. Teams focus on a young child with disabilities and include the child's parent, teacher, and a special services provider who participate in KITE training. Technical assistance is provided to the teams. Children have access to computers, software, and assistive technology devices during and after training.

Products: KITE products include brochures in four languages, a training curriculum, a handbook for teachers, and a videotape for parents around the theme of including young children in natural settings with technology. Outreach KITE will replicate this model in new geographic locations with diverse populations and will train selected teams to replicate the model in additional sites.

Grant Number: H324R990071

Through Shared Windows: A New Model for Assessment

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: The Through Shared Windows Outreach Model addresses the need to provide available, innovative early assessment processes and intervention strategies for children who need critical support for early learning that reflects current knowledge. The project is based on an observational assessment process that uses shared frames of reference from multiple fields to address the supports for and interferences with a child's performance.

Method: This project will offer in-depth training in the observational assessment of young children. The model offers a process for meeting children and families, hearing the families' perspectives and involving them as full team participants, observing children in multiple settings and making inferences from these observations, reaching team consensus about the meaning of observations and inferences, and making practical suggestions for supporting a child's performance and development. The Performance Competence Framework set up by the project will lead teams to consider multiple areas affecting the child and also serve as an oversight function.

Products: The project will develop products in multiple formats that include videotape, a training manual, experiential activities, and inservice and preservice training materials. The outreach project will be able to train and support large numbers of professionals and family members through distance education and telecommunications supports. Approximately 10,000 children and families will benefit from this training. The project will also provide support to states to incorporate this model and the training strategies into their own state training systems. Personnel in partner states will be able to better assess the performance of children and to plan interventions.

Grant Number: H324R990078

Philadelphia Inclusion Network

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This outreach project will further knowledge of effective strategies for including children with disabilities in natural environments, including child care and community resource settings by: 1) replicating a successful training model, the Philadelphia Inclusion Network (PIN) in urban child care settings; and 2) extending this model to include staff who work in family day care settings and in community settings such as libraries, recreation centers, playgrounds, etc.

Method: The project will build local capacity to provide inclusive child care and opportunities for young children with disabilities and developmental delays and their families to participate in the variety of community settings that are accessed by typically developing children of the same age. Capacity will be built by: 1) increasing the number of child care centers that include children with disabilities by training 360 child care center staff in Philadelphia and 120 staff in Pittsburgh; 2) building capacity of family day care providers to include children with disabilities by developing and implementing a training program specific to family child care and by providing training for a minimum of 70 providers; and 3) increasing opportunities and capacity for young children to participate in the non-educational natural settings in their communities by developing and implementing training for a minimum of 40 community resource staff. Primary features of the PIN model include: 1) neighborhood-based training and networking; 2) individualization of training course curriculum based on self-assessment, structured observation of center classrooms, and discussion with center directors or supervisory staff; 3) a longitudinal and individualized training program that includes 10 2-hour sessions and on-site consultation visits; 4) completion of an in-depth instructional unit that focuses on adaptations for children with disabilities; 5) evaluation of the impact of staff participation on the quality of care and education provided in each classroom; and 6) voluntary participation in additional follow-up sessions that focus on materials and adaptations for children with special needs.

Products: Project results will be disseminated within Pennsylvania and to other major cities across the country through the distribution of training materials and packages. A quarterly newsletter will be produced, one article per year about the training project will be published, and information about the projects will be disseminated at state and national conferences.

Grant Number: H324R990079

TaCTICS: Therapists as Collaborative Team Members for Infant-Toddler Community Services

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Beginning Date: 10/01/99
Ending Date: 6/30/02

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Purpose: This outreach project will address the challenges associated with delivery of recommended infant-toddler practices by providing "how-to" information for teams of family members, physical therapists, occupational therapists, speech-language clinicians, early interventionists, and administrators. TaCTICS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: The training content and procedures for this outreach model build on previous validated models and consist of four discrete, replicable, and interacting components developed and presented by a team of direct service providers (parents, speech-language pathologists, occupational therapists, physical therapists, and early interventionists). The program components are: 1) routines-based assessment in natural environments; 2) linking assessment to intervention through team planning; 3) using daily routines as a context for intervention; and 4) involving care providers in teaching/learning. These components have been demonstrated to be effective and are supported by print and video materials, allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs.

Products: Outreach training and follow-up assistance will be provided to four new outreach sites per year, for a total of at least twelve programs, with an estimated impact on 225 inservice professionals and 750 children and families. Dissemination activities in collaboration with the state agency's training unit are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: H324R000007

Expressive Arts Outreach

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Expressive Arts Outreach (EAO) has three goals: 1) integrate and replicate the Expressive Arts (EA) model based on developmentally appropriate experiences in the expressive arts, with an emphasis on visual arts, into early childhood programs for children ages 3 to 8 with a wide range of disabilities; 2) enhance the knowledge and skills of families, professional staff, and early childhood decision-makers so they can effectively use developmentally appropriate art activities with young children and adaptations for children with severe disabilities; and 3) serve as a national resource and information exchange for art-related materials and products for youngsters with disabilities.

Method: Project resources focus on providing experiences in the expressive arts used in the general curriculum to a traditionally underrepresented segment of the population: young children with disabilities. Objectives include awareness; replication; product development, revision, and dissemination; training and consultation; and participation in cooperative activities. Six sites have requested replication, and 19 sites will continue the model. Trainees include families, early childhood personnel, therapists, and other personnel identified in IDEA. Training outcomes are measured according to competencies in conducting art activities for young children. The EA model was developed for diverse ethnic and cultural groups. Individuals with disabilities and parents of children with disabilities are part of the planning, implementation, and evaluation process.

Products: A comprehensive dissemination plan includes satellite broadcasts, a World Wide Web site, and more traditional modes such as conference presentations, brochures, and articles. Products include training modules, videotapes on current technology adaptations used by children, the "ArtExpress" curriculum, and software to support curricular objectives and document child progress. Both low-tech and high-tech adaptations are incorporated into the curriculum.

Grant Number: H324R000008

Ladders To Literacy Outreach Project: Supporting the Early Literacy Development of Young Children with Disabilities

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: The goal of this project is to assist EC and ECSE staff, related services personnel, and families in supporting the early literacy development of young children with disabilities, preparing them for later formal literacy instruction. The project will replicate and disseminate a validated intervention model specifically designed to support the early literacy development of young children with disabilities in inclusive settings. The project will train parents and early childhood (EC) and early childhood special education (ECSE) professionals and paraprofessionals to replicate the model's innovative early literacy approach.

Method: The model draws from theory and research on early literacy development and on activity-based, child-responsive intervention approaches. The project will expand the model's home literacy component to strengthen family-professional collaboration. The project will offer training on: 1) classroom activities designed to facilitate early literacy and language skills; 2) strategies for individualizing instruction to meet the needs of teaching all children, including those with disabilities in inclusive settings; 3) home-based literacy activities for families; 4) guidelines for early literacy and language assessment; 5) development of individualized education programs (IEPs)/individualized family service plans (IFSPs) in the area of early literacy; and 6) an overview of theory and research on early literacy and language development and intervention. The project training approach will draw from adult learning principles that emphasize interactive discussions, practice activities, and provision of follow-up opportunities for feedback and reflection on practical applications. Specific methods and content of the training will be customized to meet the individual needs of sites. A total of 16 sites will be trained. Each new trainer (staff-parent) team will train at least one additional site.

Products: A number of products will be made available to sites including the "Ladders to Literacy: A Preschool Activity Book," additional classroom and home materials developed for facilitating home-school collaboration, assessment and observation forms, and a trainer's manual.

Grant Number: H324R000015

Building Effective and Successful Teams: Outreach

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Ending Date: 6/30/03

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Purpose: This project will disseminate an effective model of insetvice training and technical assistance. The Building Effective and Successful Teams (BEST) model has been successful in encouraging the transference of information from inservice training to the classroom.

Method: The Building Effective and Successful Teams (BEST) model has three innovative features: 1) the training occurs with on-site teams; 2) organizational commitment to support change is required; and 3) the impact of training is evaluated. The BEST model is an umbrella under which a series of curriculum topics are included. These topics were selected on recommendation from early childhood literature in best practice and current research; topics include: 1) team development; 2) activity-based instruction; 3) early literacy; and 4) working with challenging behaviors. The BEST model is particularly valuable in smaller, more rural locations where other training resources may be less accessible. All curriculum materials are prepared in a format that is easily read and assimilated. The curriculum packages have been field-tested with groups of individuals with varying levels of education and knowledge of English as a first language. The training modules have been translated into Spanish because of the wide demand and use of these materials in locations where personnel or parents are Spanish speaking. Members of teams who are of Native American descent have given input to the project to determine the cultural appropriateness of team activities and teaching strategies.

Products: The training modules will be disseminated in a variety of geographic regions and community sizes. The inservice training materials will be adapted to the World Wide Web to enable a wider audience of educators and support personnel to access the modules to ensure that larger numbers of educators and service providers have access to the materials and to assist them in bringing best practice to classrooms.

Grant Number: H324R000019

Multicultural Early Childhood State Leadership Training

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: A technology-based outreach project will be developed to assist state-level family/professional leadership teams in developing and implementing statewide personnel and program development initiatives which infuse cultural competence in early childhood programs. Two change factors have created a critical need for Multicultural Early Childhood Team Training (MECTT) state outreach. The first is the increasing cultural diversity of families in the United States. The second is the adoption of the recommended practice of family-centered service delivery for families with young children with disabilities. To successfully involve families in their young children's education, early childhood programs must become culturally responsive in working with all families in their communities. This project will assist states to address these needs through participation in leadership training, ongoing distance learning, and development of action plans.

Method: The outreach project's objectives are: 1) to prepare state-level family/professional leadership teams to infuse cultural competence in early childhood programs, using a proven model; and 2) to provide ongoing technical assistance for leadership teams with an interactive technology-based delivery system. The project will target 12 state leadership teams representing early childhood programs in Parts B and C of IDEA. The states will identify team members that represent providers, families, and the diverse communities in their states. Teams must include diverse parents and early childhood professionals including preschool coordinators, CSPD

coordinators, Interagency Coordinating Council members, staff development coordinators, program coordinators, and parent liaison specialists. Team members will also represent the major state agencies serving families with young children with disabilities. Parent/professional partnerships are modeled throughout all aspects of the project — staffing, program development, and training delivery. The project will provide planning consultation, a Leadership Training Institute for the teams, and ongoing state-of-the-art information via interactive video-teleconferencing and web-based technology.

Products: The project will provide ongoing training and technical assistance for 12 state leadership teams, using field-tested materials applicable for use with a broad range of culturally, ethnically, linguistically, and ability diverse communities. The technology-based delivery system will increase the impact of the project, and its accessibility to diverse populations.

Grant Number: H324R000024

Mediated Learning in Diverse Communities: Promoting Developmentally and Educationally Appropriate Practices with Underserved Populations

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: This project will disseminate a validated intervention model (Mediated Learning) specifically designed to facilitate the development of young children with disabilities in inclusive settings. This final dissemination phase targets traditionally underserved sites, particularly sites in Asian communities, providing materials and information to assist staff in serving families who speak English as a second language, and training trainers who can continue disseminating the model after the project has ended.

Method: The Core Materials of the Mediated Learning Program include: 1) 200 detailed daily activity plans; 2) guidelines for three levels of challenge for key activities to allow children with a range of developmental levels to participate successfully in heterogeneous groups; 3) guidelines for assessment; 4) guidelines for using the curriculum model as a complete program or in conjunction with existing practices; and 5) guidelines for classroom and staff organization. In addition to presenting Core Materials, training will include Support Components designed to augment and generalize the information included in the Core Materials. These include information about: 1) identifying and maximizing "teachable moments" during child-directed activities; 2) methods for involving typically developing peers in interactions; 3) cultural competence considerations; 4) the importance and use of play in intervention; 5) developing individualized education programs (IEPs)/individualized family service plans (IFSPs) within the framework of the model; 5) interdisciplinary collaboration in curriculum use; 6) positive behavior support components within a developmental framework; and 7) materials and methods for working with parents who speak English as a second language to help the parents facilitate language development at home in the heritage language. The project will also include Implementation Components designed to maintain high quality implementation at sites. These components include: monitoring by project staff geared specifically to the needs of sites, peer coaching training, and development of an electronic communication network to facilitate communication among users across sites. Target audiences for the model include Head Start programs, center-base school district programs, and community-based child-care facilities that serve, or wish to serve, young children with disabilities.

Products: Several Replication Components will allow the model to be self-supported by the end of the project. These components include: 1) training on-site trainers; 2) refinement of print and video materials to support model implementation; and 3) public awareness activities to inform potential sites of availability of the model. The project will replicate the validated model at seven sites in year one, seven additional sites in year two, and at least four additional sites in year three.

Grant Number: H324R000030

Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Walking the Walk will refine, implement, evaluate, and disseminate strategies and materials for improving the recruitment, preparation, and support of culturally and linguistically diverse individuals through campus-community partnerships. The project will be based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation.

Method: The project will use a participatory approach that involves key stakeholders (families; individuals with disabilities; administrators; faculty members from diverse disciplines at community colleges, universities, and Historically Black Colleges and Universities; students; and practitioners) in every aspect of the project. Salient features of the Walking the Walk implementation plan include: 1) utilizing the expertise of a diverse group of national/state/local Leadership Partners to guide the project; 2) identifying needs, priorities, and support for addressing diversity issues with stakeholders from seven North Carolina replication communities (n=175); 3) providing models, materials, and experiences, including an intensive training institute designed to address diversity priorities for community-based teams of family members, administrators, faculty, students, and practitioners (n=84); 4) facilitating the development of individual and community action plans for addressing diversity issues; and 5) providing technical assistance and follow-up training over an 18-month period in support of the action plans. About 75% of the members of each team will be drawn from higher education settings (n=63), and approximately one-third of those from community colleges.

Products: Based on current faculty student ratios, approximately 1,911 students will benefit from the participation of their instructors. Thus, a total of 2,170 individuals will benefit directly from this project. The outcomes of this project include: 1) increasing the knowledge and skills of faculty related to using innovative instructional approaches to address diversity in personnel preparation programs; 2) building the capacity of early childhood intervention personnel preparation programs to recruit, prepare, and support diverse students; 3) increasing the capacity of graduates of early childhood intervention programs in institutions of higher education (IHEs) to work effectively with diverse children, families, and practitioners in natural environments; and 4) strengthening the linkages among IHEs, community practitioners, and families.

Grant Number: H324R000033

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT-Physicians)

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This outreach project, Caring for Infants and Toddlers with Disabilities: New Roles for Physicians (CFIT), will replicate a model that addresses an almost universal challenge in early intervention: the involvement of physicians in community early intervention systems. CFIT Outreach will increase physician participation in the early intervention system through replication of a proven model of training that provides pediatricians and family physicians with the information and skills they need to be full participants on community-based early intervention teams.

Method: The CFIT model was developed by Child Development Resources, Inc. (CDR) working in collaboration with the Virginia Academies of Pediatrics and Family Physicians and colleagues at the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. Evaluation data provide strong evidence of the efficacy of the model in increasing pediatricians' and family physicians' knowledge and competency as members of early intervention teams. The CFIT model includes three replicable components: State Planning, Introductory Seminars, and Independent Study. The State Planning component involves the development of state leadership planning groups composed of Part C personnel, physicians, and other key personnel to replicate the CFIT model. Leadership planning groups in five to eight states will work with project staff to plan the replication process in their own state. Following State Planning, the Introductory Seminar will introduce physicians to the concepts of: a community-based, interdisciplinary, interagency early intervention approach; family-centered services; and the Independent Study process. Training methodology is designed to be as individualized, self-directed, and self-paced as possible, and to acknowledge the special difficulties physicians may have in finding time for inservice training. CFIT training has been approved for continuing medical education credits.

Products: The project will promote awareness and replication of the CFIT model and its products through dissemination activities. These activities will inform the professional community and families about project services, products, activities, and findings.

Grant Number: H324R000037

A Family-Centered Transagency Team Outreach Program to Improve Services and Outcomes for Children Aged Birth to Five with or At-Risk for Disabilities and Their Vulnerable Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: Most administrators and staff in early intervention and early childhood programs have not been trained to work with children with or at risk for developmental delays. In response to those training needs, Project Transformation will provide training and disseminate information on effective ways to intervene in the child's natural learning environments, to improve services, and to achieve optimal outcomes for children ages birth to five with or at-risk for developmental delays and for their vulnerable families who may have significant socioeconomic and psychological stresses.

Method: The model upon which the project rests is The Family-Centered Transagency Team Model (FCTTM). The model is based upon best practice intervention methods which have shown to improve services and developmental outcomes for children with or at risk for developmental delays and to assist their vulnerable families to stay together and to increase their parenting knowledge and skills. It is also based upon a proven replication training model. The four primary activities for the project will include: 1) public awareness; 2) product development; 3) replication training and technical assistance; and 4) dissemination activities and awareness training. The project will work with 20 replication sites, located in nine states over the course of the project period. In year one the sites will be as follows: one site each in Massachusetts, Colorado, New Hampshire, and Hawaii, and two sites in North Carolina. The replication training provided at each site will involve three to five days of initial training for the administration of the program regarding the implementation of the model, follow-up monthly telephone support for the administrator responsible for the implementation of the model and the teaching and related staff working with the children in the project, two to five days of onsite training and technical assistance within three to four months of the initial training for the administration, teaching and related staff and a post day of consultation to the administrator on the continued implementation of the model.

Products: The project will develop journal and newsletter articles, position papers, a project brochure, one-page information sheets, and the FCTTM manual. The manual will provide empirically supported strategies for intervening with young children with or at risk for developmental delays in their natural learning environments and for providing support for their families. It will also be written in a self-directed format for providers in other settings to use as a replication guide. Four annual awareness training workshops and presentations will be made at state, regional, and national conferences as well as on the site of early childhood programs.

Grant Number: H324R000039

VIISA Outreach: Outreach Services to Assist States to Replicate an Inservice Training Model for Professionals Working with Infants and Young Children Who Are Blind and Visually Impaired and Their Families

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will assist states in implementing an Inservice Training Model for personnel serving young children who are visually impaired and their families through the coordinated efforts of state lead agencies and a team of state instructors trained to teach two courses: "Infants & Toddlers," and "Preschoolers in Center-Base."

Method: A national instructor mentors personnel through their first course series. The project helps provide materials for instructors and course participants. Both courses use a format that includes onsite class time with homestudy assignments, practica, and chat sessions. The project provides ongoing technical assistance to states and users. This project is based on the VIISA Project (1991-1994) and its two outreach periods (1994-2000). The objectives of this project include: 1) create awareness of needs of young children who are visually impaired and the resources and training available through VIISA; 2) coordinate all VIISA activities through state lead agencies and consumer groups via a task force; 3) enhance capacity of states to provide VIISA training through state training teams and by providing support through technical assistance; 4) provide training to personnel on use of effective practices and resources with young children who are visually impaired; 5) pilot use of mentors for course participants in one state a year, evaluate its effectiveness, and then disseminate results; 6) develop and disseminate resources and training materials for instructors and service providers; and 7) evaluate effectiveness of training and materials with states, instructors, interventionists and families, then make needed changes as appropriate.

Products: The project will assist three new states in putting the inservice model into place; assist three states in incorporating the mentor piece into training; and provide technical assistance to 20 states. About 380 individuals will receive training each year, impacting the lives of 1,320 children yearly. The project will update training materials and produce new resources.

Grant Number: H324R000053

Experiential Outreach for Early Childhood Educators Serving Hispanic Children with Disabilities, and Their Families: A Web-Supported System

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Beginning Date: 7/01/00
Ending Date: 6/30/03

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Purpose: The project will conduct, refine, and extend a program of experiential-based outreach and staff renewal, focusing on young children with disabilities of rural, low-income, Hispanic and Native American families.

Method: Elements of a total quality education approach, enhanced by rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving, will be applied to empower early educators to conduct outreach within their own centers and beyond. Participants will be brought in from rural Head Start and Migrant Head Start program activities through three phases of outreach: 1) initiate a process of program self-analysis and renewal; 2) sustain the process by assimilating selected exemplary practices into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. A particular extension focus will be on enhancing familial/cultural home support practices for parents of children with disabilities.

Products: Four outreach initiation sites will be served from rural Migrant Head Start and Head Start centers in the first year. Outreach services will be extended to four to six additional centers or classrooms in each of the two succeeding project years. Telecommunications-based follow-up and support through the project's World Wide Web site will be deepened using the Outreach Solutions Link, a problem-solving protocol that links participants from all sites with each other and with consulting exemplary practices specialists as a pooled practitioner resource.

Grant Number: H324R000087

Deaf Mentor National Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

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Beginning Date: 1/01/01
Ending Date: 12/31/03

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Purpose: This project will assist agencies across the United States in the implementation of bilingual-bicultural programs for young deaf children, age zero to five, and their families, focusing on the use and learning of two languages, American Sign Language and English, and two cultures, Deaf and Hearing culture. The project will equip Deaf adults and hearing early intervention personnel to effectively provide this program option for children and families.

Method: The project is based on the replication of the results of the Deaf Mentor Experimental Project (1993-1995) designed to develop and evaluate the effectiveness of an unprecedented approach to programming for young children who are deaf and their families. This project is also a continuation of the Deaf Mentor Outreach Project (1997-2000). The following objectives will be achieved through this project: 1) create awareness of services, and select Deaf Mentor replication sites; 2) build states' capacity to develop individualized implementation of Deaf Mentor services by collaboratively assessing needs, developing commitment or resources, and developing and carrying out plans for implementation; 3) coordinate awareness, planning, implementation, and technical assistance activities with the lead agency for Part C of the IDEA, the state educational agency for special education, and agencies serving individuals who are Deaf; 4) provide training of Deaf Mentors and Parent Advisors and technical assistance to sites implementing Deaf Mentor Programs; 5) develop and disseminate resources, training, and awareness materials for parents and professionals; and 6) collect child and family progress data and satisfaction data from implementation sites.

Products: The primary outcomes of this project will be to provide outreach services to nine states, ensure that effective services are implemented, and provide state-of-the-art materials to Deaf Mentors/Early Intervention personnel and families.

Grant Number: H324R000096

SPARK: Skills Promoted through Arts, Reading, and Knowledge

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The SPARK model will address the needs of an increasingly culturally diverse population by providing a model that is designed to provide teachers of young children with: 1) a story-based creative arts curriculum, derived from a variety of cultural and ethnic traditions; 2) a developmentally and individually appropriate curriculum process that can be applied by teachers in a variety of settings to meet the needs of children of diverse skill levels; 3) a system of inservice training and ongoing support to enhance the implementation of the model; and 4) materials to enable families to participate in their child's education.

Method: The SPARK model is focused around weekly curriculum units. Each unit includes a story that is read daily and 12-15 activities (three per day) which emphasize concepts drawn from the story. The curriculum, designed to promote child engagement while embedding individualized education program and developmental goals through story time and activities, also promotes emergent literacy skills and awareness of diverse cultures, traditions, and practices. The outreach design consists of six major components: 1) awareness and site selection; 2) planning of the individual site plan; 3) inservice training; 4) technical assistance; 5) evaluation; and 6) dissemination of information. Six states (Illinois, Indiana, Kentucky, Louisiana, Minnesota, and North Carolina) are currently replicating the model, and inquiries about the possibility of becoming an outreach site have been received from programs in three additional states (New York, Oregon, and Wisconsin) and from additional sites within the six replication sites.

Products: Over the three years of the project, over 5,000 children and their families will be affected by the SPARK model. The model will continue to be replicated in a variety of settings such as: public early childhood special education (ECSE) programs, private day care settings that include children with disabilities, Head Start programs (both center-based and home-based), and family child care settings that contain children with disabilities.

Grant Number: H324R000097

AHEAD (At Home and At Day Care) Outreach

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Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Wendy Tada
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Purpose: This outreach project, AHEAD (At Home and At Daycare), will provide a "train the trainer" model to equip states and early intervention agencies with trainers who will provide high-quality training to early interventionists in delivering effective family-centered practices and natural environment services.

Method: The project will build the capacity of states to provide quality training that reflects current needs in applying family-centered practices and naturalistic intervention strategies, and it will establish partnerships to assure that program components have broad applicability. It will create an awareness of the services it provides through development and dissemination of brochures, teleconferences, and presentations.

Products: The project will provide outreach services to eight states. New training, activities, and products will be developed according to the needs of AHEAD trainers and interventionists. These will include new training packages in the areas of assessment of young children, provision of services in natural environments, writing Individualized Family Service Program goals, and transition. The project will also update existing training packages and use them to develop an advanced strand, videotapes on providing services in natural environments and a monograph on working with grandparents, and technical assistance to trainers through the use of technology.

Grant Number: H324R000098

Promoting Learning through Active Interaction: A Distance Education Inservice Model for Early Intervention Service Providers

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Beginning Date: 9/01/00
Ending Date: 8/31/03

OSEP Contact: Glinda Hill
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Purpose: The Department of Special Education at California State University-Northridge, in collaboration with the Division of Special Education at California State University-Los Angeles, the California Early Intervention Technical Assistance Network, other state agencies, and early intervention programs, has developed an innovative inservice training model for service providers working with infants who have multiple disabilities and their families. This outreach will build on the intervention strategies developed and validated in Project PLAI (Promoting Learning through Active Interaction). PLAI Outreach will include service providers working with families and their infants who have severe developmental delays, in addition to other significant disabilities.

Method: There is a statewide lack of personnel trained to work with this most challenging group of infants. By using distance education methods to train service providers to support caregiver interactions and to meet the infants' intensive intervention needs within daily activities, the project will address both the need to train personnel and the complexities of serving families of diverse cultural backgrounds in urban and rural regions of California. To accomplish this goal, the project will focus on the following objectives: 1) develop, implement, and evaluate a flexible and interdisciplinary inservice training model and materials involving a variety of distance education methods to increase the skills of service providers; 2) develop, implement, and evaluate a Mentor Network of experienced service providers who will provide collegial support through mentoring, coaching, and on-the-job follow up to less-experienced service providers; 3) increase the numbers of service providers who are trained to address the early social and communication needs of infants who have multiple disabilities and to work effectively with families and other caregivers of diverse cultural and linguistic backgrounds; and 4) evaluate the expanded PLAI model in rural and urban areas throughout California with early intervention personnel who have diverse disciplines and various level of training. The inservice model will include distance delivery methods, regional and onsite meetings, and mentorship and collegial support. The effectiveness of the inservice training and mentor network models will be evaluated through the qualitative measure of participant satisfaction and through quantitative measures involving changes in the skills of early interventionists.

Products: The project will result in 1) the validation of a distance delivery inservice model; 2) a World Wide Web site and other instructional resources and materials for training service providers; 3) an increase in qualified service providers and local capacity; and 4) improved early intervention services to infants with multiple disabilities and their families. Products will include a programmed World Wide Web site archive of the interdisciplinary course content, learning activities, and mentor network provided through a variety of distance delivery methods and a CD-ROM with sample cases.

Grant Number: H324R010002

Experiential Outreach for Early Head Start Programs Serving Latino Infants and Toddlers Who Are At-Risk for Developmental Delay: A Web-Supported System

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Beginning Date: 7/01/01
Ending Date: 6/30/04

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Purpose: The project will adapt a successful experiential outreach approach called Total Quality Outreach (TQO) to focus on a particularly needful segment of society—rural, Latino, and Native American families of very young children who are at substantial risk for developmental delay and associated disabilities.

Method: The project will blend key TQO elements (rotational internships, peer coaching and mentoring, reflective techniques, and Web-based interactive problem solving) with knowledge gained about 0-3 best practices from the Yakima Valley Early Head Start Research Project, empowering primarily Early Head Start (EHS) staff and families to enhance key developmental outcomes and to adopt experiential outreach as a local professional development tool. The project will bring participants from rural Early Head Start and Migrant Head Start programs through three phases of outreach in which they: 1) initiate a process of program self-appraisal and renewal; 2) sustain the process by assimilating selected exemplary and recommended practices for infants and toddlers into their own program activities; and 3) extend the process to colleagues as on-site outreach resources. Particular extension foci will be on enhancing center- and home-based familial/cultural language nurturing

practices, increasing fathers' involvement, and promoting early roots of literacy development. Emerging findings from 17 Early Head Start Research Project sites and recent literature will be combined with cogent literature to yield an evidence-based self-appraisal process. Over the three-year period, triads will be formed from 35 direct and 40 Early Head Start and 0-3 child development program personnel in four states from both home-based (e.g., home educators, case managers) and center-based (e.g., lead teachers, para-educators) program models, as well as disability and family coordinators. Focus children will include infants and toddlers with individualized family service plans (IFSPs) and a subset of those determined to be at substantial risk for developmental delays.

Products: Outcomes of this project will include: 1) a self-appraisal process to help operationalize key disability guidelines of the Head Start Performance Standards; 2) enhanced implementation and sustained use of exemplary practices; 3) EHS programs' incorporation of experiential outreach elements into ongoing inservice training; and 4) measured enhancements to children's key developmental outcomes.

Grant Number: H324R010014

The Responsive Teaching Outreach Project: An Interdisciplinary Model for Training and Supporting Professionals to Implement Parent-Mediated Developmental Intervention

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Beginning Date: 9/01/01
Ending Date: 8/31/04

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Purpose: The Responsive Teaching Outreach Model will train early intervention service providers from two states and disseminate information and materials nationally related to the Responsive Teaching intervention model. Responsive Teaching enriches children's natural environments by helping parents use responsive teaching strategies to enhance children's use of pivotal learning behaviors during daily, routine activities, enhance children's developmental functioning, and help children acquire the pivotal learning skills that are the foundations for early development and later school success.

Method: This outreach model consists of seven components designed to help professionals learn the foundations and strategies for Responsive Teaching and implement the intervention model as a cornerstone of their services to children and families. The project will provide professionals the foundations and skills needed to develop and evaluate intervention plans, work collaboratively with parents and family members to implement the Responsive Teaching Outreach Model, and address problems encountered. It will also promote administrative policies and procedures that will ensure continued use of responsive teaching after the completion of training. Outreach participants will receive 15 days of training. This training will include: 1) an Awareness Workshop; 2) a two-day Introductory workshop on the rationale, strategies, and procedures of Responsive Teaching; 3) a seven-day intensive workshop at the Family Child Learning Center involving lecture, discussion and supervised practice of the Responsive Teaching intervention model; 4) four half-days of on-site supervision; and 5) three on-site, one-day workshops on clinical problem solving. Project staff will also spend two half-days with administrators to develop program policies and procedures that support the use of this model.

Products: The project includes several mechanisms for supporting the implementation of the Responsive Teaching intervention model and creating a network of professionals and parents who are using this model.

These mechanisms include a World Wide Web site, a quarterly newsletter, and ongoing technical assistance. In three years, the project will train 200 staff from 18 early intervention (Part C) programs, including nine from South Carolina and nine from Ohio. One-day Awareness Workshops will be offered for all early intervention personnel in Ohio and South Carolina as well as four other states to be determined.

Grant Number: H324R010016

Parent Leadership Development Outreach Project

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Beginning Date: 10/01/01
Ending Date: 9/30/04

OSEP Contact: Glinda Hill
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Purpose: This project builds on a successful model demonstration project and a small but growing body of research that documents the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. This project will use a train-the-trainer model that will involve recruiting seven graduates of the parent leaders to leadership opportunities in institutions of higher learning preparing early intervention and family support services.

Method: Key features of the outreach project include: 1) a series of leadership retreats for parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; 2) individualized follow-up activities with parents as they implement leadership action plans and develop portfolios highlighting their leadership roles and activities; and 3) linking parent graduates to leadership opportunities and providing training to professionals about effective methods for involving parents as leaders in early intervention.

Products: The project will evaluate and disseminate a train-the-trainer parent leadership development model and an array of video and print materials for widespread use in early intervention.

Grant Number: H324R010022

Project SUNRISE Outreach: Systematic Use of Newly Researched Interventions by Special Educators

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Project SUNRISE Outreach will provide training to promote the adoption of quality practices in classroom settings serving infants, toddlers, and preschool children with disabilities, including community child care settings that are the natural environments of young children and families. The classroom practices are ones known to promote the optimal functioning of young children and their families.

Method: The model focuses on the influence of classroom and instructional practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based, functional, and responsive to child initiations toward their environment. Training will focus on seven components of the classroom ecology: 1) Program Foundation and Philosophy, 2) Management and Training, 3) Environmental Organization, 4) Staffing Patterns, 5) Instructional Context, 6) Instructional Techniques, and 7) Program Evaluation.

Products: Outreach activities will be individualized and highly responsive to adult learners, and will include on-site replication and follow-up training, awareness, dissemination, and coordination with staff level personnel.

Grant Number: H324R010036

Project DATA Outreach Training

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Beginning Date: 9/01/01
Ending Date: 8/31/04

OSEP Contact: Gail Houle
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Purpose: This outreach training will help district personnel implement and evaluate school-based programs for young children with autism based on Project DATA at the University of Washington (UW).

Method: The project blends the strengths of different disciplines (i.e., early childhood special education, early childhood education, and applied behavior analysis) to create a comprehensive school program for young children with autism that is effective for children and families and responsive to the needs of consumers (e.g., families and school district personnel). The project has several important features. First, it will provide school district teams with training at UW and follow up at their site and via interactive video conferencing. Second, the project will develop a number of training materials, including instructional programs and staff training materials that will be available over the Internet. Finally, the project will work with New Horizons for Learning to sponsor an Internet discussion about intervention issues for young children with autism.

Products: The outreach and training project is designed to meet the urgent need in Washington State and the WAMI (Washington, Alaska, Montana, Idaho) region for high-quality training in a proven model for school-based services for young children with autism.

Grant Number: H324R010045

Project SEARCH

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Project SEARCH Outreach will promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth-8 years of age, who are very young developmentally.

Method: The intervention and evaluation model emphasizes: active learning games as a basis for promoting child competence; natural environments as the contexts for developing and implementing competency-enhancing interventions; parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions; and the documentation of extended benefits as the indicators of intervention outcomes. The model includes: 1) procedures for identifying child strengths and selecting target behaviors, 2) procedures for developing and implementing active learning games that will provide the child with learning opportunities in natural environments, and 3) procedures for assessing and documenting the extended benefits of learning games on child and caregiving behavior. Outreach methods will be highly responsive, individualized, and considerate of the unique needs of adult learners, and will include on-site replication and follow-up training, awareness activities, dissemination, and coordination with state-level personnel.

Grant Number: H324R010046

LEAP Outreach

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Learning Experiences: An Alternative Program (LEAP) Outreach will provide training to early intervention staff in 18 replication sites in Colorado, Montana, and Oregon. The primary goal of the training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum effectiveness and confidence as they and their children are integrated fully into their respective communities. A second goal is to build supporting mechanisms and policies at the state level to ensure long-term support for the replication sites.

Method: The project will accomplish this goal by facilitating state-wide planning and conducting awareness activities specific to best practices for young children with autism and their families. The content of this outreach training is based upon intervention procedures that have been empirically validated at the LEAP project over the last 20 years, including 12 years of outreach work. LEAP preschool is a joint effort between the University of Colorado at Denver and the Douglas County School District, Parker, Colorado.

Products: This outreach project offers the following national-level contributions to knowledge and practice: 1) dissemination and replication of a service delivery model with unambiguous effectiveness data for typical children and children with autism and their families; 2) dissemination and replication of a service delivery model that will impact directly on the lives of as many as 1,200 children and families over a 36-month period; 3) dissemination and replication of an inclusive service delivery model for children with autism; and 4) dissemination and replication of an outreach model that is maximally efficient vis-a-vis personnel resources and compatible with developmentally appropriate services.

Grant Number: H324R010071

Increasing the Use of Family-Centered Practices in Early Intervention through Participatory Program Evaluation, Training, and Technical Assistance

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: This project will develop, implement, and evaluate an outreach program that begins with the assessment of the current status of family-centered practices using a participatory or empowerment evaluation approach.

Method: In the empowerment evaluation approach used by this project, practitioners, administrators, and families in early intervention and preschool programs, with the assistance of a program evaluator, design and implement an assessment of program practices. Results of the assessment are then used by the programs to identify specific practices that need to be eliminated, modified, added, or increased. Individualized training in family-centered philosophy and practices, specific to the assessment profiles of individual programs, will be provided by the outreach project. The project will also provide technical assistance to programs in identifying and modifying administrative and procedural barriers to family-centered practice.

Products: The project will build local capacity in two ways: first, the participatory/empowerment evaluation process provides guidance, training, and experience to practitioners, administrators, and families of participating programs in program evaluation methods, which can help in the acquisition of evaluation skills that individuals can use in other situations; and second, the outreach activities will be implemented across one-third of the programs in the state each year. This not only provides a research design for evaluation purposes, it allows individuals who have been through the process to participate as trainers/facilitators during the second and third years of the project. Additionally, the project will produce several instruments as well as a procedural manual and training manuals. The instruments include a survey for families concerning family-centered practices and observation instruments for identifying specific family-centered practices during the development of the Individualized Family Service Plan.

84.324T
Model Demonstration Projects for Children with Disabilities – Directed

Grant Number: H324T990006

Enhanced Child Find through Newborn Hearing Screening

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Beginning Date: 1/01/00
Ending Date: 12/31/03

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Purpose: This project will develop, implement, evaluate, and disseminate a model that promotes early identification for all eligible children through mandatory hearing screening. The goal of the project is to provide information, education, and support for families whose infants fail the initial hearing screen and are referred for further evaluation and early intervention, if eligible.

Method: In addition to developing materials to be disseminated to parents and professional health care personnel, the project will develop a parent-to-parent model of support for families as they move from screening to evaluation and early intervention. The project will initially be developed at the University of Connecticut Health Center's hospital and expanded to seven other birthing hospitals in the North Central Region of Connecticut.

Products: To assist in replicating the model, the project will produce and disseminate informational, educational, and support materials such as booklets, videotapes, and an Internet Website for parents and professionals. The materials will be a prenatal resource for all parents in preparation for newborn hearing screening. The materials will help guide families if they require further evaluation or early intervention.

Grant Number: H324T990015

Early Connections

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The Early Connections Project synthesizes a variety of approaches for state and local child find to address the issue of early identification for young children and their families. It is a collaborative project of key state agencies, a state university, a medical school, and local providers and families. The project will work with six New Hampshire communities to promote statewide hearing and vision screening, family participation in a screening system, and linkages among practitioners and agencies concerned with early identification.

Method: The project will establish and support a state-level policy and practices review committee and advisory committee to promote a comprehensive, collaborative, value-based, child find system across state and other agencies concerned with young children and their families. It will establish and support community demonstration teams in six New Hampshire communities to promote child find policies and practices at a local level. It will conduct evaluation of all project processes and materials and work with communities and constituents to design and implement a plan to infuse successful processes and strategies in communities throughout the state.

Products: The project will disseminate information, strategies, resources, and materials in a variety of user-friendly formats to wide audiences throughout the state and nationally. Through its efforts, the project expects an increase in the number and percent of eligible infants and toddlers and their families to be identified and served under Part C of IDEA, an increase in the number of young children who participate in hearing and vision screening in the target communities, and an increase in the number of families participating in parent-completed screening and monitoring of their young children. The project also expects an increase in the adoption of exemplary child find policies and practices at the state and local levels.

Grant Number: H324T990023

Dynamic Community Connections: A Process Model for Enhancing Child Find in Rural Areas

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Beginning Date: 10/01/99
Ending Date: 9/30/03

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Purpose: The Rural Institute at the University of Montana and the Teaching Research Division at Western Oregon University will develop a model for individualizing local child find programs in rural areas. The model will ensure the comprehensiveness of local Part C IDEA child find and public awareness activities in rural areas in order to identify and refer infants and toddlers who are at risk or have developmental delays.

Method: The model will be family-centered in order to promote easy and multiple access to public awareness information and child find activities for families. It will be focused on finding infants and toddlers as early as possible, and it will be individualized to meet the unique characteristics of rural communities and areas. The project will start where each community/area is in implementing public awareness and child find activities, and advance from there. It will be diversified in the inclusion of local partners necessary to create a comprehensive public awareness campaign designed to reach all population groups.

Products: The project will establish a resource center which will include public awareness and child find information programs and materials to support local activities. The model will be implemented, evaluated, revised, and replicated in Montana and Oregon Part C early intervention service agencies. These activities are devised to build local capacity to continue the model after the demonstration phase. The utility and potential for dissemination in other states and programs will be strengthened by the model replication.

Grant Number: H324T990026

Interagency Collaboration for Child Find

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Beginning Date: 9/01/99
Ending Date: 8/31/03

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Purpose: The goal of this program is to increase referrals to and coordination with Part C eligible children from the child welfare system. Project activities will focus on children, birth to 36 months, who have, or are at risk for, developmental disabilities and who are enrolled in child welfare services through foster care or child protection.

Method: The program will use information in CWEST (Colorado's Child Welfare Eligibility System) and the Colorado Part C Child Count to identify children who may be Part C eligible, who are not receiving Part C services and supports. Names of these children will be provided to county social service workers, who will contact families regarding possible eligibility. Screening will be done through social services to determine if referral to Child Find is warranted. Project staff will work with social services, Child Find/Part C, and the Colorado PEAK Parent Training and Information Center toward the objective of increasing referrals to Part C and coordination of services, supports, and funding sources.

Products: The project will result in increased referrals to Child Find and enrollment of target children in early intervention programs. A number of products will be developed, field-tested, and disseminated, including: 1) documentation of this approach to facilitating referrals; 2) a detailed syllabus which will combine both didactic and hands-on training techniques, print, slide, and video materials to be used in supporting the on-site technical assistance model; 3) detailed information illustrating the specific barriers encountered and the strategies for addressing them; and 4) dissemination of case studies illustrating the impact of procedures to increase enrollment and coordination of services and supports in inclusive environments. The project's technical assistance services will include workshops, consultation, on-site technical assistance, and the provision of screening tools.

Grant Number: H324T010022

Early Childhood Mental Health Project

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Beginning Date: 8/16/01
Ending Date: 8/15/05

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Purpose: This project will implement and evaluate the effectiveness of a child care-based, family-focused interagency approach to meet the needs of young children at risk of mental health problems and their families. The

project proposes a child care-based, family-focused interagency services approach that is particularly innovative in that effective collaboration will be a core component.

Method: This demonstration project represents a coordinated effort among the University of Nebraska, Lincoln Public Schools, and several child care settings in Lincoln. Effective collaboration will be implemented at the child care settings through service coordinators, interagency family planning teams, and unified service plans. In all instances, the focal point of the service efforts will be the inclusion of the family to help achieve successful school and life options for young children with emotional/behavioral disorders. Parallel to these services, the child care settings will place at-risk children in instructional groups where academic and language instruction is based on effective instructional practices. Additionally, when necessary, functional behavioral assessments will be conducted to determine the purpose of the young children's behavior. Data will be gathered in the areas of child status, family status, interagency collaboration, and case management.

Products: The outcomes of this early childhood mental health program will have a positive effect on the students and parents who will receive the services and the professional staff who implement the program. On the local level, this project will directly serve 100 young children and 100 families by providing strength-based assessment, unified service plans, individualized services, intensive service coordination, effective pre-reading and language instruction, functional assessments as well as parent involvement in decision making process and effective behavioral management strategies. On the state level, this program will serve as a model for other programs. On the national level, this program will benefit teachers, parents, and service providers and reach this audience through mailing lists, working papers, presentations, and research manuals.

Grant Number: H324T010044

Child Care Access

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Beginning Date: 1/01/02
Ending Date: 12/31/05

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Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will improve the quality and integration of the services and supports provided to currently underrepresented Part C-eligible children and families, through the coordination of health, mental health, and child care services and supports.

Method: Project activities will focus on children, birth to 36 months of age, who are dealing with stresses of poverty, substance abuse, violence, parents who are mentally ill, and/or complex medical concerns. Eligible children and/or parents will be identified through the Medicaid or CHIP enrollees in Colorado Access and Access Behavioral Care in Denver County, Colorado. The project will implement a transdisciplinary model of early intervention services and supports including a focus on meeting the individual's special health, mental health, and developmental needs in the context of both their child care and family settings. A unique feature of the project is the collaboration between the health and behavioral health plans to provide coordinated funding for a comprehensive service model which includes the provision of service coordination from within the health plan. This project is a collaborative effort of service providers (Project ENRICH of JFK Partners, Project PEARL of Mental Health

Corp of Denver), health plans (Colorado Access, Access Behavioral Care), primary care providers in the Special Needs Clinics at The Children's Hospital of Denver, the state Child Care Block Program, and Part C.

Products: Outcomes are identified at child, family, and system levels to include increases in children's functional, developmental, and social skills; increases in parent skill and confidence in supporting their children's development; and increased access on the part of both children and parents to coordinated health services, mental health services, and individualized services and supports in child care settings.

Grant Number: H324T010049

Keeping Everyone in Early Childhood Programs: Maintaining Inclusive Placements for Children with Challenging Behaviors

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Beginning Date: 10/01/01
Ending Date: 9/30/05

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Purpose: This project deals with Focus Area 2: Strengthening Childcare Infrastructures for Infants, Toddlers, and Preschoolers with Disabilities from Underserved Families and Communities. This project will develop, implement, and evaluate a model for providing high quality care and education to children with behavior disorders in community-based child care programs. The project offers a model for inclusion which incorporates three levels of support to child care providers: quality practices, core behavior strategies and beliefs, and special and individualized supports. It uses the existing child care infrastructure and builds on services currently in place in the community.

Method: There are eight key characteristics of the model: individually and developmentally appropriate practices, family-centered care, use of progressive and positive behavioral support specifically designed for child care programs, coordinated delivery of existing services and resources, model development and demonstration in community-based child care programs, extensive training and on-site technical assistance, and a demonstration site for training and dissemination. The project will develop and implement the model in seven community-base child care programs including two family child care homes, two group child care homes, two child care centers, and one after-school program associated with a preschool special education program. The project will gather data to identify the range and types of behaviors presented by young children with challenging behaviors in child care settings, to meet the need for understanding the inclusion of children with challenging behaviors from the child care perspective. All model demonstration activities will be founded on family-centered practices, thus meeting the need for culturally respectful intervention that will support family choice and satisfaction with the child care placement and that will enhance positive outcomes for each child.

Products: A progressive behavior support curriculum will be developed that uses an individualized problem-solving approach to move from addressing quality issues as the foundation for inclusion to more specialized positive behavior supports, thus meeting the need to find the most effective natural supports possible for children with challenging behaviors. Collaborative practices will be cultivated to enhance provider skills as a member of the child's team and to heighten their involvement in seeking community support and making appropriate referrals. The model demonstration processes and materials will be targeted for dissemination locally and nationally to provide ongoing support and technical assistance for child care providers.

84.324Z
Center for Evidence-Based Practice: Young Children with Challenging Behavior

Grant Number: H324Z010001

Center for Evidence-Based Practice: Young Children with Challenging Behavior

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Beginning Date: 1/01/02
Ending Date: 12/31/07

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Purpose: This project will establish a Center for Evidence-Based Practice focused on the needs of young children with challenging behavior. The Center will be a national collaboration of researchers and organizations committed to the development, dissemination, and utilization of practical knowledge related to effective intervention and prevention of challenging behaviors in young children.

Method: The Center will raise the level of awareness and implementation of positive, evidence-based practices and build an enhanced and more accessible database supporting those practices. The project will engage in a comprehensive, multidisciplinary process for identifying evidence-based practices, prepare preservice and inservice personnel preparation materials and strategies, and develop a collaborative research agenda with input from consumers and families.

Products: The project will develop partnerships with national early childhood organizations and multidisciplinary and multicultural dissemination networks to ensure a widespread campaign of awareness and systems enhancement. Materials from the project will be used to improve personnel preparation in multiple disciplines at the preservice and inservice levels.

STUDIES AND EVALUATIONS

84.329E
National Early Intervention Longitudinal Study

Grant Number: H329E010001

National Early Intervention Longitudinal Study

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: This project is a continuation of the National Early Intervention Longitudinal Study (NEILS), which addresses the questions of: who are the children and families receiving early intervention services?; what services are they receiving, what are their costs, and how are they delivered?; what outcomes are the children and families experiencing?; and how do outcomes relate to variations in child and family characteristics and the services provided? Central to the study is the conceptualization of disability and child and family outcomes.

Method: Two major types of data will be collected during the five years of the project. A family member of the child in the sample will be interviewed in the fall of the year that the child is of age to be eligible to begin kindergarten. In the spring of the child's kindergarten year, the child's teacher will be asked to complete a survey. The project will analyze and report longitudinal data and develop a plan for a new study.

Products: Descriptive, comparative, correlational, and explanatory analyses will be undertaken to look at different patterns of child development at 36 months and at kindergarten to assess the effects of socioeconomic, demographic, and health-related factors on development, and to isolate and explain the effects of early intervention on children and their families. The information acquired in NEILS will be studied in conjunction with an advisory board and a family task force to produce a comprehensive plan for the next national early intervention longitudinal study.

Contracts

Grant Number: ED99CO0091

Special Education Expenditure Project/Center for Special Education Finance

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Purpose: This project will design and conduct two interrelated research and development endeavors: the Special Education Expenditure Project (SEEP) and the Center for Special Education Finance (CSEF). The SEEP will determine the total and per-pupil amounts spent on special education services throughout the U.S. More significantly, SEEP will collect data in such a way as to increase understanding of the overall pattern of allocation of education dollars to students with disabilities. While SEEP is very much data driven, the role of the CSEF is to recognize the policy context for this research. The CSEF will establish an ongoing center for a variety of activities focused on increased understanding of the relationship among federal, state, and local policies regarding the funding of special education programs.

Method: SEEP will focus on how federal, state, and local funds are blended with support from other social service enterprises to provide for the needs of students with disabilities as mandated under the Individuals with Disabilities Education Act (IDEA) of 1997. This study will explore the fiscal impact of specific changes in the IDEA-Part B legislation, including such elements as the new fiscal provisions pertaining to disincentives for placement in the least restrictive environment requirements, the increased flexibility for the provision of instructional services to students with disabilities in general education classrooms, coordination of services with other health and social service agencies, increased requirements for mediation in dispute resolution, increased emphasis on blending of funds in school-wide programs, and the establishment of new higher standards for all students. The project will also address the patterns of variation across different types of students by disability and in different kinds of institutional settings (e.g., public school districts, cooperatives designed to serve students with disabilities, and private schools). Finally, the study will explore the fiscal relationship between special and regular education programs. The study sample will include approximately 250 school districts and cooperatives along with approximately 1,000 schools serving students with disabilities. Within these schools, the project will collect information on a sample of approximately 12,000 individual children to capture the relationships among student needs, services provided, and expenditures. To collect uniform resource allocation information in areas where districts do not generally maintain thorough and uniform records, the SEEP will rely on an "ingredients" (Resource Cost Model or RCM) approach to collection of resource information. CSEF will support the design and conduct of the SEEP, and it will provide an outlet for the synthesis and dissemination of the findings of SEEP. At the same time, CSEF will promote a connection with the world of special education policy in order to enhance the understanding of the linkage between alternative funding models and the patterns of resource allocation.

Products: The SEEP database will be designed with both a descriptive and analytical capability in mind, and CSEF will provide relationships to the policy world that will enhance provision of valuable insights to special education policy constituencies.

Grant Number: ED00CO0010

Study of Personnel Needs in Special Education (SPeNSE)

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Beginning Date: 2/04/00
Ending Date: 2/03/02

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Purpose: The Study of Personnel Needs in Special Education (SPeNSE) will address concerns about nationwide shortages in the number of personnel serving students with disabilities and the need for improvement in the qualifications of those employed. Part of a national assessment of the Individuals with Disabilities Education Act mandated by Congress, SPeNSE will examine: 1) the extent to which personnel are adequately prepared to serve students with disabilities, 2) variations in personnel preparation, and 3) factors that explain that variation.

Method: SPeNSE will provide information on the quality of the workforce nationally, within each geographic region, and within and across personnel categories. In addition, researchers will explore ways to explain the quality of the workforce based on state and local policies, preservice education, continuing professional development, and working conditions. Based on the results of the study, researchers will make recommendations for action at the national, state, and local levels and for institutions of higher education. SPeNSE will include personnel from a nationally representative sample of districts, intermediate education agencies, and state schools for students with vision and hearing impairments. Approximately 10,000 local administrators, preschool teachers, general and special education teachers, speech-language pathologists, and paraprofessionals will be asked to participate in a telephone interview. Information from the interviews will be analyzed, along with data on state policies and practices, to describe workforce quality and factors affecting it.

Products: Results from SPeNSE will be used for a variety of purposes: 1) they will be disseminated to state and local education agencies and regional organizations to help improve the quality of the workforce; 2) they will inform a national agenda on personnel preparation activities; and 3) they will be used for Congressional reports that address the implementation of IDEA.

Grant Number: ED00CO0026

The Study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA)

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Beginning Date: 4/07/00
Ending Date: 4/06/05

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Purpose: This study of State and Local Implementation and Impact of the Individuals with Disabilities Education Act (SLIIDEA) will examine how the 1997 Amendments to the Individuals with Disabilities

Education Act (IDEA) are being implemented by states, school districts, and schools. The study will address issues of interest to Congress and the public, including: 1) improving performance for students with disabilities; 2) supporting students with disabilities in the least restrictive environment; 3) facilitating the use of positive behavioral supports; 4) increasing positive parent involvement; and 5) promoting successful transitions for young children to school and young adults to post-school life.

Method: The SLIIDEA study will collect data from all 50 states, as well as a nationally representative sample of districts and schools that serve children with disabilities, through a combination of surveys, interviews, classroom observations, and document review. The study will measure change over time by collecting data at several points over a five-year period, beginning in 2000. This longitudinal study will answer the following research questions: 1) how is IDEA being implemented?; 2) what is the status of each of the identified issues?; 3) what are the contextual factors influencing the implementation of the legislation?; 4) what is the relationship between implementation and the results?; 5) what are the intended and unintended outcomes of the legislation?; and 6) what are the critical and emerging issues in states, districts, and schools?.

Products: The results of the study will be important to several different audiences. For policymakers charting an improved course for children with disabilities, the study will report on the variations in implementation of the legislation at the state and local level. For local educators, the study will provide information they need to assure improvements in service coordination, accountability, procedural safeguards, behavioral interventions and supports, and access to a challenging curriculum. For families who want the best for their children, and for the children themselves, this study will ultimately lead to policy improvements in service delivery and outcomes. These include improved student performance, increased participation in the general curriculum, more effective transitions for young children to school and young adults from school to work, fewer incidences of dropouts, increased use of positive behavioral strategies, and reductions in disagreements between parents and the education system. Each fall, beginning in 2001, OSEP will report to Congress on the findings from this policy study. Issue briefs and summary reports, including the annual reports, will be broadly disseminated, and made available on the project's World Wide Web site.

PERSONNEL PREPARATION

84.325A
Preparation of Special Education, Related Services, and Early Intervention Personnel to Serve Infants, Toddlers, Children and Youth with Low-Incidence Disabilities

Grant Number: H325A990003

The Preservice Preparation of Teachers to Serve Learners Who Are Deaf-Blind

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This three-year training project will prepare 45 teachers of infants, toddlers, children, and youth who are deaf-blind. Graduates of the program will earn a Master of Education degree and be certified by the state of Massachusetts in Severe/Intensive Special Needs.

Method: The program content reflects a multidisciplinary perspective, consisting of general education, intensive special needs education, blindness and visual impairments, and specialty course work in deaf-blind education. Clinical experiences are infused throughout the program and field placements are designed to be flexible, depending on the students' preparation and area of interest. Graduates of the program will be prepared to assume a variety of roles to function effectively in integrated school and community settings, in both rural and urban environments and with learners from diverse cultural, ethnic, and linguistic backgrounds.

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Grant Number: H325A990012

Training Early Intervention in Multiple Disabilities

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project will train 31 early interventionists at the preservice level to provide services for infants and toddlers with multiple disabilities.

Method: Of the 31 early interventionists to be graduated at the Master's level with infant/toddler multiple disabilities specialization, 15 will also obtain an early childhood education certificate. To improve the multiple disabilities specialization, modules will be developed that focus on challenging behaviors, vision impairments, and natural environments. The project will collaborate with the state's Early Intervention Technical Assistance Initiative.

Grant Number: H325A990034

Preparing Special Educators to Work with Young Children with Autism and their Families

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Beginning Date: 8/01/99
Ending Date: 7/31/02

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Purpose: This project will meet the need for early interventionists and early childhood special educators who can meet the needs of children with autism and their families. The program of study expands the early childhood special education program at the University of Missouri to include coursework, practica, consultation/collaboration activities, and other professional development experiences in the area of autism.

Method: Students in the program will be required to engage in professional development activities such as program development, serving on planning committees, and attending and presenting at professional conferences and workshops. Parents and professionals with experience and expertise in the field throughout the state of Missouri will participate in the development, implementation, and evaluation of the program, providing a unique training experience for students. Approximately 39 Master's level students will be trained through the project.

Grant Number: H325A990048

Infant-Family Specialist Personnel Project (IFSP)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: The Infant-Family Specialist Personnel Project of the University of Oregon is a preservice program that will prepare early interventionists and related services personnel to work with infants/toddlers and their families, recognizing the diversity of values, cultures, and backgrounds, and recruiting trainees from these backgrounds. Students can receive a Master's/licensure in Early Intervention or an Early Intervention/Special Education licensure.

Method: The project will develop a system for delivery of continuing personnel development in Oregon, jointly implemented with the Oregon Department of Education, which includes distance education modules, regional training, and summer institutes. Eleven trainees will participate annually in the Master's/licensure option, 40 trainees will participate in distance learning modules, and another 20 will attend the summer institute. The program will assist students in developing competencies in theory and practice. Parents of children with low-incidence disabilities and individuals with disabilities will be involved in all aspects of planning, training, and evaluation of the program.

Grant Number: H325A990054

The Alaska Early Intervention Low-Incidence Training Program

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Beginning Date: 8/15/99
Ending Date: 8/14/02

OSEP Contact: MaryAnn McDermott
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Purpose: The purpose of this project is to provide masters level preparation to 48 students to serve infants and toddlers who experience autism, fetal alcohol syndrome (FAS), and severe disabilities, and their families, in rural Alaska. In addition, through collaboration with the Department of Health and Social Services and the Department of Education, related service providers and early interventionists will be supported to build their capacity to provide family-centered services to young children who experience low incidence.

Method: Training will be accomplished through a 36-credit competency-based educational program involving: a two-course sequence offered through the University of Alaska Anchorage Distance Delivery technology; a summer intensive clinical course and practicum; a six-semester clinical study in autism, FAS/fetal alcohol effects, and severe disabilities including respite for families, community-based assessment, and intervention; and leadership activities in the areas of care coordination, consultation, and inservice training. Training will be done in collaboration with state agencies. The early interventionists trained in this project will demonstrate competencies in

family-centered care, assessment of infants and toddlers with low-incidence disabilities, intervention for infants and toddlers, collaboration, and leadership for systems change.

Grant Number: H325A990059

Preparing New Teachers to Work with Young Deaf and Hard of Hearing Children with Their Families

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will allow the University of Southern California/John Tracy Clinic Deaf and Hard-of-Hearing Teacher Education Program, which has provided comprehensive preservice training for teachers of deaf and hard-of-hearing children and their parents within a spectrum of family and school settings, to increase the number and diversity of candidates completing the program and to augment the Masters and Credentials Program with ten units of graduate-level coursework in parent-infant early intervention.

Method: The parent-infant component will prepare teachers to work with young deaf and hard-of-hearing children in family and center-based early intervention settings. Students will be trained as teachers, parent educators, and sensitive facilitators of parent-child interaction. As an integral part of their training, students will learn to work with families from diverse cultural and linguistic backgrounds, particularly those of Hispanic and African-American heritage. Parents will collaborate with faculty by lecturing and mentoring students, and by opening their homes for student practica in the project's new "Parents as Partners in Teacher Education" program.

Grant Number: H325A990071

Serving Diversity with Diversity: A Collaborative, Interdisciplinary Early Childhood Special Education Preparation Program

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: California State University - Dominguez Hills (CSUDH), in collaboration with the University Affiliated Program at Children's Hospital of Los Angeles, will implement and evaluate preservice programs for the preparation of teachers and related services personnel from diverse backgrounds to work with similarly diverse children (ages birth to five) with low-incidence disabilities. The objectives of this interagency, collaborative project are as follows: 1) to implement high quality, interdisciplinary preservice programs; 2) to recruit and provide opportunities for minority personnel, persons with target-language competency, or those with

disabilities to receive preservice training in early childhood special education; and 3) to attain 100% retention of trainees throughout the program and in the first year of employment.

Method: During this project, a total of 30 prospective teachers and 30 related services personnel will complete coursework, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve more than 600 children and families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE certificate or a state credential and an M.A. in Special Education degree.

Grant Number: H325A990084

Project FOCUS: Personnel Preparation for Infants, Toddlers, and Young Children with Low Incidence Disabilities for Graduate and Associate Degree Preservice Progams

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Beginning Date: 7/01/99
Ending Date: 6/30/03

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Purpose: Project FOCUS will expand the Early Childhood Special Education (ECSE) preservice training program by infusing technology applications and a parent-professional co-facilitated training model into a graduate program, and expand graduate coursework focusing on young children with low-incidence disabilities. The project will collaborate with early childhood associate degree programs throughout Ohio for the purpose of developing and infusing within their curricula early childhood special education instructional modules reflecting best practices for serving infants, toddlers, and young children with low-incidence disabilities in inclusive settings.

Method: Project FOCUS is a collaborative effort involving community programs for practica/internship experiences, permitting Project FOCUS students to participate in 1200 hours of field work specific to young children with low-incidence disabilities. The project will provide an intensive masters degree program emphasizing direct service and consultant skill development to 20 full-time and 10 part-time graduate ECSE students, thus preparing them to effectively assume roles and responsibilities associated with Early Intervention Specialists (infants and toddlers) and Early Childhood Intervention Specialists (children three to eight years). In addition, field consultants from other programs in the state will assist Project FOCUS staff in reaching out to all early childhood associate degree programs in Ohio for the purpose of expanding their curricula to include quality ECSE instruction. Dissemination activities include print, video, and online instructional outcomes and a National Leadership Training Institute focusing on serving young children with low-incidence disabilities in inclusive settings.

Grant Number: H325A990093

Training Teachers, Speech-Language Pathologists, Early Interventionists, Audiologists, and Special Educators to Provide Services to Children Who Are Deaf and Hard of Hearing (Project SLESPA-D)

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Beginning Date: 8/16/99
Ending Date: 8/15/02

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Purpose: This project will train students at the Master's level to become: teachers of the deaf or hard of hearing or of multiply disabled students who are deaf or hard of hearing, speech-language pathologists providing services to children who are deaf or hard of hearing in public schools, audiologists, and teachers who can work in home intervention programs.

Method: The program consists of specific courses, techniques, and media to prepare professionals to meet the needs of children who are deaf or hard of hearing from birth through the elementary level. Training will be provided through the collaborative efforts of various programs and departments at Utah State University. The project will train approximately 108 professionals over three years.

Grant Number: H325A990096

Project TEAM (Transdisciplinary Education and Mentoring)

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: Project TEAM (Transdisciplinary Education And Mentoring) is a program to prepare early childhood educators, special educators, occupational therapists, speech-language pathologists, and therapeutic recreation specialists to serve preschool and kindergarten children with pervasive developmental disorder (PDD)/autism and their families. The transdisciplinary program will offer undergraduates and graduate trainees opportunities to develop collaborative problem-solving skills, gain experiences working on a team, and operationalize what is meant by "related services." A strong family-centered approach will be reinforced throughout the program.

Method: Approximately 40 students from the four participating departments of the university will receive transdisciplinary training in early childhood and kindergarten education for children with PDD/autism. Courses will be offered on PDD/autism, sensory processing, literacy, learning styles, augmentative and alternative communication, and general assistive technology considerations for young children with autism. A coordinated practicum experience will be offered in which students from the four departments will operate as teams under the direction of core faculty and on-site mentors.

Grant Number: H325A990107

Training for Communication, Language, and Literacy to Serve Children with Low Incidence Disabilities and Their Families

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Beginning Date: 8/01/99
Ending Date: 7/31/02

OSEP Contact: Wendy Tada
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Purpose: The major goal of this project is to recruit and train 20 graduate students per year to acquire the competencies necessary to work effectively in inclusive settings that serve children with significant communication, language, and literacy challenges associated with severe physical, sensory, and/or multiple disabilities including hearing impairment, deafness, visual impairments, severe orthopedic disabilities, traumatic brain injury, and/or multiple disabilities.

Method: The project will prepare graduate students in communication, early childhood education, and special education at the preservice level to develop competencies in providing intervention focused on improving communication, language, and literacy learning to those children using alternative linguistic codes associated with assistive technology and/or sign language. Off-campus practica sites will be developed in a variety of contexts, including inclusive demonstration classrooms with teachers that serve children who use assistive technology. A job placement/follow-up plan will be developed to link graduates with existing openings and continuing education opportunities in the state of Colorado and the surrounding region. The information and resources gained from this project will be utilized to support state Department of Education efforts to collaborate training.

Grant Number: H325A000016

Preparation of Inclusion Liaisons to Empower Students and Their Parents and Teachers

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Beginning Date: 8/15/00
Ending Date: 8/14/05

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Purpose: This multidisciplinary project will develop and add a new training sequence to the university's existing teacher preparation program in special education with a focus on working with children and youth with traumatic brain injury (TBI). Individuals who complete this program sequence will have the necessary skills to serve effectively as inclusion liaisons with rehabilitation/hospital programs, community agencies, and public schools.

Method: The training sequence will be multidisciplinary in nature and will emphasize best practices. Training will supplement courses in a master's program with extensive observation and field experiences in a variety of settings that are relevant to services for children/youth with TBI. In addition, extensive use will be made of technology through distance learning, online training, and video conferencing. Each year 10 master's-level students will attend the program full time. The project emphasizes recruitment of highly qualified personnel from

underrepresented groups to be prepared to work as inclusion liaisons with students with TBI, their parents, and teachers.

Grant Number: H325A000021

Connecticut Early Intervention Credential

Project Director: Bruder, Mary Beth; Jones, Jackie; Hanna, Gerada
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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Wendy Tada
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Purpose: This project will increase the number and quality of early interventionists (across disciplines) serving infants and toddlers with disabilities in the state of Connecticut. The project will develop, implement, and evaluate an interdisciplinary preservice personnel preparation project that will lead to a state-recognized early intervention credential through a graduate certificate program at the University of Connecticut School of Medicine (UConn).

Method: Coursework and practica will be offered to 50 providers per year. The coursework will originate and be supported at Uconn, and regional site coordinators will facilitate follow-up learning communities at three sites throughout the state. On-site supervision will be provided for practica by these site coordinators. The content of the coursework and practica will correspond to competencies that must be demonstrated in order to be credentialed. This content includes family-centered care, interdisciplinary service delivery models in natural environments, and interagency collaboration. This project will be conducted in collaboration with the state early intervention Comprehensive System of Personnel Development (CSPD) and Birth to Three Interagency Coordinating Council (ICC). An additional feature of the project is a focus on systems change through the development of a state Higher Education Council to facilitate the adoption of the early intervention credential and competencies across preservice personnel preparation colleges and universities in Connecticut. Other states that are considering an early intervention credential have given their support to the project, thus broadening its systemic impact.

Grant Number: H325A000025

Preparation of Audiologists to Serve Infants and Toddlers with Hearing Loss

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: MaryAnn McDermott
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Purpose: This personnel preparation program focuses on early childhood audiology, specifically children 0-3 years of age and their families. The project will prepare audiologists to serve infants and toddlers with hearing loss.

Method: Emphasis is placed on the family, at-risk children, early amplification, and a multidisciplinary/interdisciplinary approach to the management of young children with hearing loss. The program fosters active participation from the medical school and early childhood/special education. To this end, resources from three departments associated with Vanderbilt University (Hearing and Speech Sciences, Special Education, and Pediatrics) are utilized to provide audiology students with an emphasis on very young children. The Department of Hearing and Speech Sciences serves as the host department. The plan is to enroll seven students each year (six funded) over a five-year period. Trainees will receive instruction and supervised experience to enable them to serve as competent hearing professionals for infants and toddlers and their families. The program will feature a combination of didactic coursework and related field practicum. Graduates from this program will be able to take positions of leadership in schools, community clinics, hospitals, and parent-home programs. Trainees will also be prepared to take on roles of administrators, supervisors, and/or consultants in educational agencies (local, state, and regional).

Grant Number: H325A000033

Preparation of Teachers of Children with Visual Impairments and Orientation and Mobility Instructors of Children

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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Glinda Hill
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Purpose: This project will prepare a total of 86 individuals (70 students funded from this project and 16 students whose preparation is not yet completed from the prior project), who meet the qualifications for Association of Education and Rehabilitation of the Blind and Visually Impaired (AER) certification requirements in Teacher of Children with Visual Impairments (TCVI) and/or Orientation and Mobility with Children (OMC). The project will also refine and improve current program components, including the addition of technology for implementation of a distance education component.

Method: Program changes that will be implemented include: 1) expanding the options available to students entering the program by including a TCVI-only and an OMC-only component, and an OMC-only component for individuals who do not have prior degrees in education; 2) enhancing the curriculum in regard to transition, employment, and cultural diversity; and 3) updating technological capacity for the provision of coursework to students in the distance education component. The project includes two major components: an on-campus component and a distance education component. In the distance education component, students remain in their home districts and take academic coursework through distance education technology such as compressed video, delayed video, and Internet-based video streaming. "Hands-on" coursework is taken during one to two summers on campus. Many graduates will receive dual Master's degrees and will meet the requirements for certification in TCVI and OMC. These individuals will be capable of addressing both the educational and the O&M needs of visually impaired infants, toddlers, children, and youth in their homes, communities, and classrooms, especially in rural areas.

Grant Number: H325A000035

Project Collaborative Teams

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Lisa Gorove
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Purpose: The goals for Project Collaborative Teams are the following: 1) to increase the number of early intervention personnel, especially personnel from underrepresented groups, such as persons from linguistically and culturally diverse backgrounds, and persons with disabilities or parents of children with disabilities; 2) to broaden their interdisciplinary preparation to include preparation in service delivery to infants and toddlers with Autism Spectrum Disorder (ASD); 3) to prepare students to function effectively across teams (IFSP teams, community teams, interagency teams) and to understand the roles of their interdisciplinary team mates; 4) to prepare students to function effectively as members of a team on the Internet; and 5) ultimately, to improve services to infants and toddlers with disabilities, and their families, from linguistically and culturally diverse backgrounds.

Method: Northeastern University (NU) has sponsored the only approved higher education program in Early Intervention in Massachusetts that is interdisciplinary. Students acquire 72 early intervention competencies in their coursework and field training, learning through a team-based approach. NU is also the home of the Global Early Intervention Network, an Internet community for parents, early intervention specialists, policy makers, college students, and faculty in the field of early intervention, which facilitates communication between participants and teams in a supportive and collaborative environment. The project will prepare students from five disciplines at the Master's degree level (nursing, physical therapy, speech and language pathology, school psychology/counseling, and special education) with a team model presented by a team of faculty from the representative disciplines. The content of the program is driven by a research-to-practice focus, certification requirements, and the needs of an increasing and changing population.

Grant Number: H325A000044

UpLink: University Partners for the Inter-professional Preparation of Personnel in Low-Incidence Disabilities for Diverse Early Childhood Settings

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Beginning Date: 10/01/00
Ending Date: 9/30/05

OSEP Contact: Wendy Tada
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Purpose: The Virginia Institute for Developmental Disabilities at Virginia Commonwealth University, in collaboration with the Schools of Education, Allied Health, Nursing, and Social Work and the Department of

Psychology, has developed this project with the following goals: 1) to increase the number of personnel to provide high quality services to young children (ages 0-5) with low-incidence disabilities and their families in diverse settings; 2) to build strong university-community partnerships for the preparation of qualified personnel in urban environments; and 3) to increase the number of professionals from traditional underrepresented groups to serve children with low-incidence disabilities and their families.

Method: This interrelated, graduate training model incorporates 1) comprehensive early intervention/special education curriculum leading to teacher licensure in early childhood special education with specialized training in the area of low-incidence disabilities (80 trainees — 16 per year for five years) with 2) an interprofessional specialty component that also provides an emphasis in low-incidence disabilities for trainees in general early childhood education, nursing, occupational therapy, physical therapy, psychology, and social work (60 trainees — 12 per year for five years). The project also incorporates innovative design features to recruit and retain trainees from diverse backgrounds and to diversify the program faculty and staff. The project provides an annual summer partnership academy focusing on interprofessional training methods and content that emphasizes team work and state-of-the-art strategies for addressing the needs of young children with low-incidence disabilities.

Grant Number: H325A000047

The Communication and Autism Project (CAP)

Project Director: Wegner, Jane; Myles, Brenda
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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: This project will supply specialized training to speech-language pathology and special education graduate students to improve communication and instructional support to students with autism. The Communication and Autism Project (CAP) combines a longitudinal service perspective; collaboration among individuals with autism, families, and professionals; community-based fieldwork; a culturally diverse perspective; and distance learning opportunities.

Method: Trainees will participate in a research-based academic curriculum, a 2-year field experience with a family, use of reflective practice, and cultural experiences with individuals and families from a variety of cultural groups. Inservice participants will achieve project outcomes through summer institutes or online coursework. Individuals with autism will provide information and feedback to the trainees and will assist in the evaluation of the competencies acquired by the trainees and the achievement of project goals and objectives by project staff. Over five years, the project will provide training to over 100 individuals. The programs' methods will be institutionalized and have a long-lasting effect through the development of Web-based courses.

Grant Number: H325A000049

Preparing Low-Incidence Disability Specialists

Project Director: Christensen, Kathee
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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will recruit and prepare an ethnically and linguistically diverse group of professionals to meet the need for qualified personnel in the area of low-incidence disabilities. Graduate students will be recruited from the areas of communicative disorders (deaf education, audiology, and speech-language pathology) and special education (vision impaired and physically challenged) and will complete a curriculum that will maximize their competence to work with children who have low-incidence disabilities and who come from multilingual and multicultural family backgrounds.

Method: The project will use a well-established university clinic and will enhance collaborative agreements with local and state agencies. In order to supplement their coursework and provide additional observations and practicum experiences, students will work with infants, toddlers, and young children in schools and programs outside the university area. An innovative distance learning model will be piloted for inservice seminars in geographically remote areas.

Grant Number: H325A000054

Proposal for the Creation of a Professional Certification in Assistive Technology to Meet the Needs of Hispanic Children with Low-Incidence Disabilities

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Beginning Date: 3/01/00
Ending Date: 2/28/05

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Purpose: The goal of this project is the creation of a professional certification in assistive technology for Spanish-speaking professionals in Puerto Rico and the United States.

Method: Participating specialties will include but will not be limited to special education teachers, regular education teachers, related services specialists, early intervention specialists, transition specialists, and others in education and health-related professions. The certification will provide not only the theoretical basis of assistive technology but also a hands-on experience essential to the understanding of how technology works in benefit of individuals with disabilities. Central to the basic curriculum will be the identification of assistive technology needs of infants, children, and youth with low-incidence disabilities. Quality control, a profound basis on assessment, and the incorporation of research-based practices will be the cornerstones of this certification. Expected outcomes of this project are the following: an increase in the number of specialists qualified to evaluate and recommend assistive technology for students with low-incidence disabilities; an infusion of assistive

technology into the regular classroom curriculum; and an increase in opportunities of students with low-incidence disabilities to fully participate of the educational venture and reach the goal of total inclusion in society. Specific objectives of this professional development service are to: 1) create an infrastructure for the implementation of the certification; 2) develop and provide the certification in assistive technology; 3) provide financial assistance to professionals in preservice interested in obtaining the certification; and 4) establish the basis for continued support once funding has concluded.

Grant Number: H325A000055

Statewide Collaborative Distance Learning for Early Interventionists

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project implements a statewide early intervention program collaboratively developed by a consortium of public and private universities and the California Department of Developmental Disabilities (DDS). A curriculum will be offered for DDS Authorization in Early Intervention in a five-course sequence plus practicum. Students from remote areas will be recruited, supported, advised, and monitored via distance learning programs. These methods will also allow the project to deliver the curriculum and offer online support.

Method: The project will create a statewide distance learning program to prepare early interventionists through a consortium of early childhood special education faculty from six public and private California universities in collaboration with the DDS and the California Early Intervention Technical Assistance Network. Outreach, recruitment, and support for underrepresented populations will help increase the diversity of early intervention personnel. The project will prepare 150 early interventionists and up to 150 Early Head Start professionals, including those in remote and underserved areas, to meet statewide competencies for early interventionists and provide high quality services to infants and toddlers with disabilities.

Grant Number: H325A000057

Strengthening Connections: Preparing a Diverse Workforce to Serve Young Children with Low-Incidence Disabilities and Their Families

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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: This project will address the immediate and ongoing need for qualified and appropriately trained personnel to provide services for young children (ages birth to 8) with low-incidence disabilities and their families. The program will prepare preservice students for general education, special education, educational psychology,

communicative disorders (speech & language pathology and audiology), occupational therapy, physical therapy, and social work.

Method: Training will be offered for two different levels of participation to students from these five degree-granting programs meeting state standards. Activities will include course work, community practica, family mentorships, cultural immersion experiences, and seminars, individually designed around a series of required and elective experiences focused on cultural competence and low-incidence interventions. Project objectives are as follows: 1) develop, implement, and evaluate two levels of low-incidence training activities for trainees from education, communication disorders, occupational and physical therapy, and social work, which build on and enhance departmental preservice programs; 2) develop, implement, and evaluate mechanisms for maximizing diversity within the trainee group, staff, consultants, families and all collaborators by establishing project support to meet the needs of students from underrepresented groups, through adaptations, ongoing support and training curriculum; 3) develop, implement, and evaluate new curriculum which ensures that each trainee develops a solid foundation of knowledge of all low-incidence disabilities within the themes of Families and Culture, Early Development, and Low-Incidence Disabilities and that activity continues after the funding period; and 4) develop, pilot, evaluate, revise, and disseminate project curriculum, related materials, and information. Over the five-year period, a total of 265 (60 Level II and 205 Level I) trainees from the five disciplines experiencing critical shortages will be employed in areas of critical need. In addition, the resources requested for this project will make a contribution to universities and state personnel development systems, and leave a legacy of new courses and interprofessional practices. Graduates will make at least a two-year commitment for each year of support received, which will impact on the critical personnel shortages in Wisconsin and the nation.

Grant Number: H325A000071

The Partnership for Progress: Low-Incidence Population

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Beginning Date: 2/01/00
Ending Date: 1/31/05

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Purpose: This project will offer a training program to enhance the knowledge and skills of paraprofessionals currently working with low-incidence populations. Training will be based on participants' experiences and employment settings and will be developed into a model for the state. The training will include master teachers as mentors and parents of students with low-incidence disabilities as co-teachers.

Method: The program will be a collaboration between the university and various local institutions. Training will be provided and certification earned by paraprofessionals working in preschool, elementary, middle, and high school classes in inclusive and non-inclusive settings. Training will consist of class instruction and practicum experiences. A total of 300 paraprofessionals will be trained over the five years of the project. Financial support will be provided for 40 students with associate degrees to complete the special education undergraduate and certification program.

Grant Number: H325A000073

Utah Multi-University Consortium: Statewide Preparation of Early Childhood Specialists and K-12 Teachers in Vision and Hearing Impairments

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Beginning Date: 8/01/00
Ending Date: 7/31/05

OSEP Contact: Charles Freeman
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Purpose: This project will assist in alleviating the shortage of teachers and early intervention providers for children with sensory impairments at both the Utah Schools for the Deaf and Blind and in district-operated programs, by providing competency-based interdisciplinary training statewide to 25 prospective teachers annually.

Method: Program graduates will have experienced extensive opportunities to apply what they have learned in classes during practica in supervised, field-based sites that serve children from diverse family backgrounds, with personnel that implement recommended practices. Utah has adopted an approach of consortium-building involving its two research universities (the University of Utah and Utah State University), school districts, early intervention programs, Utah Schools for the Deaf and Blind, State Department of Health, and State Office of Education. The existing personnel preparation programs have been fused to create a unified program to prepare early childhood specialists and teachers of children in kindergarten through 12th grade in hearing impairments/deaf and visual impairments/blind. Completion of this program leads to the state's required teaching certificates and endorsements. These two preparation programs are the only approved programs in Early Childhood Special Education and Sensory Impairments with established distance education capacity. This project will enhance distance delivery in Sensory Impairments and include use of EDNET (interactive television) technology to offer the program statewide. The project will provide stipends and tuition waivers to 8 full-time students and 17 part-time students. Students may enroll in this program as graduates or undergraduates and complete certification/endorsements as partial fulfillment for undergraduate or graduate degree requirements from either participating university. Graduates will be qualified to fill many roles in serving children who have sensory impairments such as: 1) early interventionists in home and center-based programs; 2) consultants to early intervention programs; 3) preschool teachers in both categorical and integrated preschool programs; 4) classroom teachers K-12; and 5) consultants in integrated programs.

Grant Number: H325A000077

Tapping the Untapped: Training Diverse Second-Career Personnel in Early Childhood Special Education

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Beginning Date: 9/01/00
Ending Date: 8/31/05

OSEP Contact: Wendy Tada
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Purpose: California State University, Dominguez Hills (CSUDH), will implement and evaluate a preservice program for the preparation of teachers and related services personnel (speech/language pathologists, nurses, and social workers) from culturally or linguistically diverse backgrounds and individuals with disabilities to work with similar diverse children (ages birth to 5) with disabilities and those at risk.

Method: The objectives of this interagency, collaborative project are as follows: 1) to implement a high-quality interdisciplinary preservice program; 2) to recruit and provide opportunities for initial- and second-career candidates and related services personnel to receive preservice training in early childhood special education (ECSE); and 3) to attain 100% retention of trainees throughout the program and in the first year of employment. During the five-year project, a total of 60 prospective teachers and 30 related services personnel will complete course work, including hands-on, individualized, field-based practicum experiences at the CSUDH Infant-Toddler Development Center, Children's Hospital of Los Angeles, and model public and private programs in the community. They will serve 900 children and their families. As a retention strategy, trainees will be assigned to mentors who will provide assistance and support during the program and make two site visits in the first year of employment. After completing the program, candidates will be eligible for an ECSE state credential and an M. A. in Special Education degree.

Grant Number: H325A000085

SPICE: Specialized Personnel Increases through Collaborative Efforts

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Beginning Date: 6/01/00
Ending Date: 5/31/05

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Purpose: The goal of Specialized Personnel Increases through Collaborative Efforts (SPICE) is to increase numbers of qualified teachers of students with visual impairments (TVI's) and orientation and mobility specialists (O&M) who serve children and youth with visual and multiple disabilities (ages 0-21), by providing support for approximately 113 students over five years. The five objectives of this project include: 1) providing TVI personnel preparation programs in two states and O&M in six states; 2) increasing efforts to recruit potential applicants who reflect underrepresented groups; 3) producing five video-teleconferences addressing current issues faced by TVI and O&M professionals; 4) incorporating additional competencies and sensitivity to cultural diversity into Pennsylvania College of Optometry (PCO) coursework; and 5) incorporating additional competencies for working with children ages birth to three into PCO courses. The project aims to have approximately 50 percent of SPICE students come from underrepresented groups, including those with disabilities, and/or be from and/or plan to serve in rural areas.

Method: SPICE will accomplish these objectives through a variety of activities with the help of several collaborative partners: state education agencies in the seven states where programs will be offered (Pennsylvania, Maryland, Oregon, Minnesota, Ohio, Oklahoma, and Tennessee) and site coordinators in these states; the Distance Learning Center of Pennsylvania; the project's National Advisory Council; Consultants for Cultural Diversity and Early Intervention; and adjunct professors in each state. Mentoring of off-campus adjunct professors by PCO faculty is a large component of SPICE success. SPICE will establish a Minority Mentors/Ambassadors Program to assist with recruitment and mentoring of underrepresented students. Graduates from this program will receive dual TVI/O&M certification.

Grant Number: H325A000087

Preparation of Early Intervention Personnel

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: This project will meet a pressing need in the state of Maryland for qualified personnel who have been trained to work with infants and toddlers who have disabilities.

Method: Approximately 20 students per year will participate in this program. The program will be open to Master's students and Advanced Graduate Specialist students in special education who wish to specialize in early intervention. It is intended to provide training and experience to students who will be able to serve infants, toddlers, and their families in early intervention programs throughout Maryland. The program will also be available to graduate students who are seeking degrees in disciplines other than special education (e.g., human development) and who wish to provide intervention to infants, toddlers, and families. The program will 1) provide a program of course work and field experiences that reflect the state of the art in early intervention for children from birth to two years of age; 2) enhance existing course work and field experiences to focus on collaboration between professionals from multiple disciplines and between professionals and families; 3) enhance the existing program to address the needs of infants and toddlers from culturally diverse populations; 4) promote retention in and completion of the program by offering special supports to students in both academic and social areas of need; and 5) make continuous improvements in intervention programs through partnerships with advisory board members and representatives from local school systems and infant and toddler programs.

Grant Number: H325A000097

Multidisciplinary Personnel Training for Work with Deaf Children with Cochlear Implants in Rural Settings

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: This collaborative, interagency, and interstate project will implement a high-quality, multidisciplinary preservice program that uses problem-based learning to enable graduates to serve children with cochlear implants effectively in educational settings. It will develop a teleconferencing system in remote/rural areas to facilitate students' skills as consultants and inservice educators in support of children with cochlear implants.

Method: During the five years of the project, a total of 55 students (15 audiologists, 25 speech-language specialists, and 15 educators of the deaf) will complete multidisciplinary course work, including individualized field-based practicum experiences. In addition, students will participate as a member of a "distance-education cochlear implant support team" to develop and use teleconferencing as a means of providing educational support

for children with cochlear implants in rural and remote settings. At least 10 of the trainees will represent ethnic or linguistic minorities.

Grant Number: H325A000103

Preparing Occupational Therapists for Careers in Early Intervention: A Program of Targeted Recruitment and Supported Preservice Preparation for Minority Students

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: Louise Tripoli
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Purpose: This project will develop an interdisciplinary, inter-institutional program designed to prepare students who are members of racial minority groups or those with disabilities to practice as pediatric occupational therapists within early interventionist contexts.

Method: A total of 20-25 students will complete the program and receive both Bachelor's and Master's degrees in occupational therapy. Students will be recruited through an inter-institutional affiliation and collaboration. Students will be members of racial minority groups or individuals with disabilities who will be recruited using innovative strategies designed to provide students with early exposure to occupational therapy and early intervention and ensure that they receive supports necessary to complete prerequisite coursework. The program of study provides students with general background and skills in occupational therapy and specialization in early intervention, through extensive coursework and fieldwork.

Grant Number: H325A000128

Early Intervention/Early Childhood Specialist Program

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Beginning Date: 6/01/00
Ending Date: 5/31/05

OSEP Contact: Wendy Tada
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Purpose: This project will provide interdisciplinary, field-based, graduate training to enable special education and related services trainees to acquire the competencies necessary to provide early intervention and early childhood services for infants, toddlers, and preschoolers with low-incidence disabilities and their families. This intensive, full-time training model is designed to meet the national, state, and regional needs for increased numbers of skilled interdisciplinary personnel.

Method: Each year, 14 students will complete academic and field-based training toward a Master's degree. Training includes intensive coursework and field-based training in childhood service sites based in the community. Internships will provide hands-on experiences regarding the application of information acquired in the classroom. Recruitment of persons with disabilities is a project priority.

Grant Number: H325A000133

Auditory-Oral Training: Serving Young Children Who Have Hearing Impairments

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Beginning Date: 7/01/00
Ending Date: 6/30/05

OSEP Contact: MaryAnn McDermott
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Purpose: This project will increase the number and quality of personnel prepared to work with infants, toddlers, and young children with low-incidence disabilities, specifically hearing impairments. The project will develop a new and unique track in the existing Education of Deaf Children program at the University of North Carolina at Greensboro by integrating a teacher licensure program in hearing impairment that focuses on Auditory-Oral communication with a teacher licensure program in Birth-Kindergarten.

Method: In responding to the absolute priority of preparing personnel to serve infants and young children with low-incidence disabilities, the project will: 1) alleviate North Carolina's critical shortage of adequately trained teachers to work with infants and young children with hearing impairments from diverse cultural backgrounds; 2) recruit and train individuals from underrepresented populations with an emphasis on recruiting and hiring individuals with disabilities; 3) develop an exemplary interprofessional training program with culturally competent, research-based, and outcome-based practices that provides trainees with competencies required by the state of North Carolina and professional accrediting organizations, thereby making them eligible for licensure in Hearing Impairment: Auditory-Oral focus and Birth-Kindergarten; 4) deliver training via technologically and experientially-based learning activities that highlight interprofessional, multidisciplinary connections; and 5) disseminate program components to other institutions of higher education. These objectives will be accomplished through: 1) extensive recruitment strategies to include persons with disabilities and from underrepresented populations; 2) involvement of practitioners and parents in creation and delivery of instruction and supervision of internships; 3) creation of new coursework, adaptation of current courses, interdisciplinary internships, and distance education and web-based instruction; and 4) ongoing program review and revision. Over the five years of this project, about 38 full-time students will complete the Bachelor of Science degree in Specialized Education Services and receive teaching licenses in Hearing Impairment and Birth-Kindergarten. During year 5 of the project, 20 students will receive support for one year as an incentive to begin the program. At the end of the project, about 58 individuals will be trained or will have begun a course of study to enable them to work with infants, toddlers, and young children with hearing impairments and their families in inclusive settings using Auditory-Oral and developmentally appropriate teaching practices.

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Grant Number: H325A010017

Preparation of Special Educators to Serve Children and Youth Who are Deaf or Hard of Hearing from Different Cultural and Language Backgrounds

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: This project addresses national and local needs for the preparation of teachers to serve infants, children, and youth who are deaf or hard of hearing and come from different cultural and linguistic backgrounds. The teacher development model builds on collaborative resources and expertise at the University of Minnesota and the diverse communities in the region, and is designed to serve urban and rural areas through specialized teacher development.

Method: The project's curriculum includes model elements to ensure effective practices and services for children who are deaf or hard of hearing. In addition to the core preparation program, specialized elements include collaboration with families and community organizations serving persons who are culturally and linguistically diverse; specialized strategies in the areas of assessment, communication, instruction, and family support systems; collaboration with master teacher mentors experienced in multicultural contexts; integrated studies with teachers of second languages; and demonstration of skills and qualities required to work with families and children who are deaf or hard of hearing with different cultural or language backgrounds. The project will graduate a minimum of 45 students.

Grant Number: H325A010022

The Training of Social Workers to Meet the Educational and Emotional Needs of Deaf Children in Schools

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Beginning Date: 8/15/01
Ending Date: 8/14/06

OSEP Contact: Louise Tripoli
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Purpose: This project will institute a Master's degree in School Social Work and will expand part-time local internships into full-semester practica in various parts of the country. A special effort will be made to recruit a greater number of qualified candidates with diverse backgrounds, including deaf students, students with disabilities, and students from underrepresented racial and ethnic groups.

Method: The program will prepare 55 social work graduates committed to delivering highly specialized services to young deaf children in their schools. The program will offer the additional training required at the graduate level to allow students to work with underserved deaf children with a range of communication and educational needs and from diverse racial and ethnic groups. This includes the full range of children, from those with

cochlear implants to those with complex, multiple physical and emotional needs that require significant support to promote success in school settings.

Grant Number: H325A010045

Training Options for Early Intervention Personnel

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This collaborative project will develop, implement, evaluate, and institutionalize an interdisciplinary graduate personnel preparation program for well-qualified early intervention and related services personnel to serve children with low-incidence disabilities. Currently there is no sustained graduate program in early intervention in the state of Maine and this project addresses that void by providing flexible training options for related services and early childhood personnel, building on existing academic resources at the university.

Method: Program options include an interdisciplinary core curriculum, consisting of courses leading to certification for early childhood special education and a Master's degree that focuses on preparation for leadership roles in early intervention. Training will be provided across the state through a combined approach of distance technologies, intensive training institutes, and mentoring. At the end of five years, 100 students will have completed the program, including 30 related services providers.

Grant Number: H325A010046

Promoting Early Intervention Careers

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Beginning Date: 8/01/01
Ending Date: 7/31/06

OSEP Contact: Wendy Tada
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Purpose: This project will develop a new master's program leading to Kansas State Certification in Early Childhood Special Education. The project will support a total of 68 master's trainees (58 full-time and 10 part-time) during a 5-year period.

Method: The program will embody a theory-to-practice model of teaching and learning and will address the unique nature of infancy and toddler development and family needs in this period. Implementation of the model will include the establishment of a "learning communities" partnership with four early intervention programs that are representative of the diverse communities in which families and their children reside (e.g., urban, rural, linguistic diversity, cultural diversity, and economic diversity.) The program is expected to impact on three levels: 1) increase the number of certified early intervention professionals who are competent to assume roles in

providing comprehensive, transdisciplinary services to infants and toddlers with disabilities and their families in natural environments; 2) provide high-quality training and apprenticeships to learn effective strategies for translating recommended practices into real world settings that represent the diverse communities in which families and their children reside; 3) recruit and retain high-quality students who represent a range of cultural, racial, linguistic, and ability backgrounds; and 4) assist program graduates in obtaining positions as early intervention providers, particularly in urban and rural areas.

Grant Number: H325A010064

Collaborative Professional Education Project (CPEP)

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Beginning Date: 9/16/01
Ending Date: 9/15/06

OSEP Contact: Charles Freeman
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Purpose: The Collaborative Professional Education Project (CPEP) will provide an innovative approach to collaborative team education for approximately 175 preservice professionals. The program will provide advanced training and prepare professionals at the master's level, to improve outcomes for students with significant cognitive, physical, and sensory disabilities.

Method: Participants will be trained to be special educators, communication disorder specialists, vision specialists, occupational therapists, and physical therapists. The program will incorporate research-based curriculum and practices for serving children with significant and multiple disabilities, addressing special needs of children from different linguistic and cultural backgrounds through field experiences in settings provided by collaboration with state and local education agencies.

Grant Number: H325A010067

Linking Research and Intervention: Early Intervention Training for Infants with Low Incidence Disabilities and Their Families

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: The George Washington University Linking Research and Intervention (LRI) Project will provide a master's degree training program in infant special education for special educators, related service personnel, and others seeking training in early intervention.

Method: Built on an exemplary infant special education program, the LRI program provides a research-based curriculum to improve outcomes and foster access to and achievement in natural environments, and provides

training and practice opportunities to enhance collaborative skills to meet the needs of infants and families from diverse cultural and linguistic backgrounds, especially those living in high poverty urban areas. The program will be implemented in collaboration with George Washington University and other professional development partners to provide field-based training opportunities in various culturally diverse settings. A total of 40 full-time and 20 part-time students will receive Master's degrees and be eligible for early intervention/early childhood special education certification.

Grant Number: H325A010069

Rural Links: A Collaborative Teacher Recruitment, Preparation, and Placement Project

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: This project proposes a collaboration among three Oregon universities and rural community partners to recruit, prepare, and place rural early interventionists and preschool/elementary teachers of children with significant disabilities in areas where they are most needed.

Method: The project will be coordinated by Oregon State University's Department of Human Development and Family Sciences, which, through its land-grant mission and active 4-H Youth Development Program, has close ties to every rural county in the state. Oregon State University will recruit promising students from rural areas, seeking especially candidates from underrepresented groups. During their undergraduate years, students will receive foundational work in child development, family systems and services, disabilities, and basics of teaching. They will also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students will continue toward early intervention or special education licensure by an articulated transfer to the University of Oregon or Western Oregon University. The universities will then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest. The project will graduate at least nine professionals per year—at least 45 in total—to provide quality services for rural infants and children with low-incidence disabilities and their families. It will also provide materials—including some distance delivery courses—to enable other universities to do the same.

Grant Number: H325A010071

Project FAMILY 2001+: Facilitating and Mentoring Interdisciplinary Learning for the Years 2001+

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Beginning Date: 9/01/01
Ending Date: 8/31/06

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Purpose: This project will expand an existing practicum and create two others to train interdisciplinary teams of graduate students from two disciplines to provide culturally sensitive, family-centered services to infants and toddlers in natural environments, including homes, centers, health care facilities, and high-poverty community settings. Affirmative strategies will be taken to ensure the participation of culturally, linguistically, socioeconomically, and other diverse individuals as well as those with disabilities and parents of children with disabilities at all levels and in all activities.

Method: A cultural competence advisor will develop modules designed to increase the competence of graduates who will be trained in the use of techniques from cultural anthropology to help them better understand the lifeways of others. Students will practice interdisciplinary teaming skills in culturally diverse, high-poverty communities and will have opportunities to provide services under direct supervision by project faculty. The project will support 60 full-time and 20 part-time students over the five years.

Grant Number: H325A010073

Project S.T.A.R. — Sharing Technologies and Resources: Collaborative Personnel Preparation in Visual Impairment

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Beginning Date: 7/01/01
Ending Date: 6/30/06

OSEP Contact: Glinda Hill
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Purpose: This project will assist in alleviating the shortage of special education, related services, and early intervention personnel available to serve infants, toddlers, and children with visual impairments in the western region of the U.S. Through a sharing of distance education technologies and resources, California State University at Los Angeles (CSULA) and the University of Northern Colorado propose to train teachers of students with visual impairments and orientation and mobility specialists to work with learners who have visual impairments, including those with multiple disabilities. Thirty full-time and 78 part-time graduate students will receive financial assistance. Approximately 87 to 100 educators and related service personnel will complete the M.A. degree and/or credential/certification programs by the end of the project period, with an additional 8 to 21 completing the program in the following years.

Method: The project will help to meet the shortage of personnel by increasing the capacity of two university programs to deliver courses using distance technologies. The project will improve the quality of the training programs at both universities by sharing courses and parts of courses available online, joining students at both universities in online chats and discussion boards, and collaboratively designing content that meets the needs of both programs. Each course will incorporate field experiences in LEAs as well as in specialized schools for students with visual impairments. All coursework and fieldwork experiences will reflect best practices. The project will emphasize recruitment, retention, and training of graduate students from traditionally underrepresented backgrounds, including individuals who are bilingual, individuals from ethnic minority backgrounds, and individuals who have disabilities.

Grant Number: H325A010077

Field-based Teacher Education to Prepare Teachers for Diverse Learners Who Are Deaf or Hard-of-Hearing

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Beginning Date: 4/01/01
Ending Date: 3/31/06

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Purpose: This project will prepare early childhood educators to teach students who are deaf or hard-of-hearing and who are from diverse ethnic and linguistic backgrounds. It will recruit students for a certification and a credentialing program, with an emphasis on recruiting from culturally and linguistically diverse populations and students with disabilities. It will prepare 35 teachers with certification in Deaf/Hard-of-Hearing and 25 teachers with a credential in working with young children who are deaf/hard-of-hearing and their families.

Method: The University of Wisconsin-Milwaukee will work in partnership with other state and local agencies to coordinate the delivery of teacher education to meet project objectives. Distance education will be used to make the programs accessible outside of southeastern Wisconsin. Additionally, master teachers will serve as field-based mentors. The project will also establish a standards-based performance assessment system that will ensure student competence prior to certification and credentialing.

Grant Number: H325A010081

Intermountain Hearing Impaired Partnership, 2001-2006

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Beginning Date: 8/15/01
Ending Date: 8/14/06

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Purpose: This project is a partnership between Idaho State University and other educational entities in the northwest states to fund the training of 120 bachelor-level interpreters for infants, toddlers, and children who are deaf or hard of hearing and 45 Master's-level teachers.

Method: An advisory committee will assist with the development of the project by reviewing competencies, coursework, and practica and advisement on program development. They will share training and service delivery information and facilitate recruitment through information dissemination, referrals and nominations. They will also provide a network for employee recruitment and for methods of facilitating employee retention. After completing their general education, educational interpreting graduates will fill leadership roles as mentors/supervisors in school interpreter service programs.

Grant Number: H325A010088

Early Childhood Low-Incidence Personnel Preparation System (ECLIPPS)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: Project ECLIPPS (Early Childhood Low-Incidence Personnel Preparation System) will increase the quantity and quality of personnel available to serve young children with low-incidence disabilities and their families. Emphasis will be on providing service in remote, rural regions.

Method: Low-technology distance education will be used to train individuals to meet Alabama's standard for providing special instruction to eligible infants and toddlers. The training will lead to a master's level early childhood special education teaching certificate, as well as specialized low-incidence disability training in diverse preservice programs. The program will consist of coursework, mentorships, and field experiences. Over the five years of the project, 1) 50 individuals seeking training to meet Alabama's Early Intevention System (AEIS) standard to provide early intervention special instruction; 2) 20 individuals seeking Master's level Early Childhood Special Education (ECSE) teaching certification; and 3) 20 related service providers seeking low-incidence disability training will complete their respective programs in low-incidence disabilities.

Grant Number: H325A010095

Educators Without Borders

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Beginning Date: 7/01/01
Ending Date: 6/30/06

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Purpose: Educators without Borders (EWB) will recruit, support, and mentor individuals from traditionally underrepresented groups entering the field of early intervention. The project will build on the successes of an ongoing preservice program that prepares educators to work with culturally and linguistically diverse young children with low-incidence disabilities. The project will develop the skills needed for effective and responsive service delivery in diverse community settings and will create a mentorship network for participants during both the preservice and induction phases of preparation.

Method: Using an advisory group of diverse professionals, EWB will recruit candidates through the university's minority student affairs office and through other resources and it will provide these students with the knowledge and skills necessary to work with culturally and linguistically diverse infants/toddlers and families in early intervention through participation in a field-based personnel preparation program with ongoing partnerships with schools and community programs working with diverse families. EWB will also use a variety of ongoing support strategies to systematically address issues of culture, language, disability, and identity as they impact professional service delivery. It will identify and assist a network of leader/mentors to assist students during their induction period with issues of skill and issues that confront them as educators from underrepresented groups.

Grant Number: H325A010107

Project Vision

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Beginning Date: 9/01/01
Ending Date: 8/31/06

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Purpose: This project is a preservice program to prepare approximately 300 full- and part-time students for certification as teachers of students with visual impairments or as mobility instructors. Using distance education networks, the project will expand the university's current visual impairments program and ensure accessibility in five states.

Method: The project will recruit an increased number of students with disabilities and from culturally and linguistically diverse populations, provide increased supervision and support for students working as visual impairment teachers under emergency certification, expand field-based experiences in public schools throughout the student's training period, develop and deliver modules on working with culturally and linguistically diverse populations with visual impairments, create a series of training sessions/materials on assessing disability-specific technology needs, develop advanced program considerations for the 0-3-year-old population, and use advanced strategies for teaching braille and encouraging braille literacy.

Grant Number: H325A010114

Interdisciplinary Models of Parent and Child Therapeutic Services

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: This interdisciplinary project will prepare, over a 5-year period, 50 full-time trainees in special education, occupational therapy, physical therapy, nursing, and speech pathology to provide best practice early intervention services. Each trainee will complete a masters degree in one of five disciplines, will receive an Interdisciplinary Specialization in Early Intervention, and will be eligible to apply for Ohio Early Intervention Certification. Fifty additional part-time trainees will receive stipends to complete the courses to qualify for Early Intervention Certification. In addition, long-distance courses will be developed and provided to early intervention (EI) service providers in rural areas so that they can complete the EI certification.

Method: The program requires that trainees take at least one course in each of six content areas. The content includes: 1) child development, disability, and health; 2) family systems and dynamics; 3) early intervention theory and practice; 4) inclusive service delivery; 5) interdisciplinary teaming; and 6) cultural diversity. Two intensive practica with families will be established to enable the trainees to appreciate service delivery from a family's perspective and to understand issues related to cultural diversity. Faculty will develop and implement the program with the assistance of a parent coordinator. Long-distance courses for credit toward early intervention certification will be provided to early intervention personnel in rural Ohio. Courses will be developed using Web CT and interactive video, and then will be offered to multiple receiving sites in rural counties.

84.325B
Training Center in Early Intervention for Infants and Toddlers Who Have Visual Impairments Including Blindness

Grant Number: H325B000003

Early Intervention Training Center for Infants and Toddlers Who Have Visual Impairments/Blindness

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Beginning Date: 1/01/00
Ending Date: 12/31/05

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Purpose: The aim of this five-year project is to develop resources that build the capacity of institutions of higher education (IHE) to train personnel at the preservice level to serve infants and toddlers who have visual impairments/blindness (VI) and their families.

Method: In partnership with faculty, families, and consumers, the project will develop nine interactive multimedia training content modules that will also be useful for faculty who train early interventionists, child development specialists, speech/language pathologists, occupational therapists, physical therapists, and physicians (pediatrics and ophthalmology). Parent information, resource, and training centers and families will be able to use these resources. Modules will be accessible via the Internet, culturally and linguistically appropriate, and produced in multiple formats including Braille and disks. In collaboration with faculty, the project will develop options for using the modules and a technical assistance plan. Modules may be used for self-directed individual instruction. Faculty may choose to use video clips from the modules as part of classes. Content from the modules may be infused into existing courses, used for summer institutes or semester-long classes, or in distance learning courses.

Products: The project's World Wide Web site and Internet component will facilitate and support module development and implementation, collaboration among partners, and dissemination and evaluation activities.

84.325C
Training Center in Early Intervention for Infants and Toddlers Who Have Hearing Impairments Including Deafness

Grant Number: H325C000007

CEIP-HID Center for Early Intervention Professionals in Hearing Impairment, Including Deafness

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Beginning Date: 1/01/01
Ending Date: 12/31/05

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Purpose: The focus of the Center for Early Intervention Professionals in Hearing Impairment, Including Deafness (CEIP-HID) is to alleviate the poor achievement results of children who have hearing impairments, by ensuring that preservice professionals develop the skills and competencies to meet the unique needs of infants and toddlers with hearing impairments.

Method: The center will develop and field-test empirical Web-based preservice training modules in best practices in early intervention for infants and toddlers with hearing impairments (including deafness) and their families. The modules will be disseminated to university programs preparing personnel to work with infants and toddlers who have hearing impairments, and to university programs preparing infant development specialists, infant special educators, social workers, speech-language pathologists, audiologists, nurses, occupational therapists, physical therapists, parent educators, psychologists, counselors, interpreters, and transliterators. A conceptual framework that integrates developmental, comprehensive, transdisciplinary, family-focused, and transactional perspectives permeates each project objective. Professionals in hearing impairment, early childhood education, and related early intervention service provision will be equipped with competencies to engage in appropriate, state-of-the-art best practices to address the specialized needs of infants and toddlers who have hearing impairments and their families so that their linguistic, cognitive, and social development will parallel those of children who do not have hearing impairments. The project will develop a program of study that focuses on the acquisition of professional competencies in the areas of developmental, communication, social, conceptual, cultural, medical, and technological needs of infants and toddlers.

Products: The project will mitigate the disparity of achievement gaps between individuals with hearing and hearing impairments. The project will develop, field-test, and disseminate empirical Web-based modules in early intervention for preservice professionals who serve infants and toddlers with hearing impairments, and will establish an ongoing center to provide training via onsite education, distance education, and consultative mentoring leading to competency-based nationally recognized specialist certification in early intervention.

84.325D
Preparation of Leadership Personnel

Grant Number: H325D980018

Preparing Higher Education Faculty for Special Education: The Ph.D. Program at Ohio State University

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Beginning Date: 10/01/98
Ending Date: 9/30/02

OSEP Contact: Robert Gilmore
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Purpose: This project will improve the quality of and increase the number of students served by an existing Ph.D. program that prepares higher education faculty for special education.

Method: The program entails an intensive curriculum of required and elective courses, special topic seminars, involvement in three original applied research studies prior to the dissertation, two summer internship experiences, supervised teaching and advising at the University level, plus a variety of non-credit requirements.

Grant Number: H325D980034

Interdisciplinary Doctoral Program: Preparing Future Leaders in Early Intervention

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Beginning Date: 7/01/98
Ending Date: 6/30/02

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Purpose: This doctoral training program is designed to prepare leadership personnel for roles as researchers, university teachers, and policy specialists in programs for infants and young children with disabilities and their families. Along with a knowledge base in family-centered early intervention, this project will prepare future leaders to affect system change through a strong foundation of expertise in technology, adult learning principles, policy, research, and evaluation.

Method: The leadership training will focus on family-focused intervention, allowing the students to work toward doctorates in the Department of Special Education or Child and Family Development. A strong interdisciplinary focus will encourage cooperation and foster inclusion of the best practices of several related areas to a comprehensive and unique training program. This program will prepare six full-time and four part-time students per year.

Grant Number: H325D980037

Special Education Policy Integration: Leadership Training in IDEA Implementation and Alignment with Standards-Based, School Unification, and Full-Service School Reforms

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Beginning Date: 6/01/98
Ending Date: 5/31/02

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Purpose: This project will develop a new doctoral and postdoctoral training program in Special Education Policy Integration (SEPI) at the University of Kansas (KU) through a collaborative effort among several departments at KU. The project will help to increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with disabilities through transformational leadership training at the doctoral and postdoctoral levels for special education scholars, policy researchers, and personnel preparation faculty.

Method: The project will provide five doctoral participants with a new, four-year training program that will address the special education policy context. The project will also involve two postdoctoral participants each year from outside the special education field to serve as program developers and trainees and who will transfer their knowledge of disability policy issues and policy integration methods back to their home disciplines, professions, and state-level agencies.

Grant Number: H325D980039

The Leadership Project: Training Early Childhood Professionals for the 21st Century

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Beginning Date: 8/01/98
Ending Date: 7/31/02

OSEP Contact: Robert Gilmore
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Purpose: The New Leadership Project of the George Washington University is designed to meet the need for faculty in early childhood special education. The project is committed to the challenge of preparing faculty as teachers, researchers, and scholars capable of predicting and imagining the problems, structuring the questions and implementing careful studies which inform the field, thereby improving best practices and quality services.

Method: The New Leadership Project will offer students solid special education competencies and field concentrations in public health, with a maternal and child health focus, as well as educational and disability policy studies, thus preparing the students to assume the full complement of faculty responsibilities in higher education. Using a network of field-based collaborations, each student will be exposed to and directly involved in research affiliations and commingled activities with primary faculty in several departments within the university. In addition, the multi-disciplinary faculty will serve as research, teaching, and service mentors.

Crossover Model of Leadership Preparation in Special Education: Six Interdisciplinary Options

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Beginning Date: 11/01/98
Ending Date: 10/31/02

OSEP Contact: Robert Gilmore
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Purpose: This project is a new interdisciplinary program that will prepare 12 leadership personnel in special education. These leadership personnel will meet professionally recognized standards for the preparation of leadership personnel in special education and one of six related disciplines: 1) multicultural education, 2) early childhood education, 3) general education (i.e., elementary, secondary, reading, and physical education), 4) media and technology, 5) educational leadership and administration, or 6) psychology in schools (i.e., school psychology and counseling).

Method: This crossover model will enable the project staff to attract candidates representing various professional and personal backgrounds. The model has a strong experiential and interdisciplinary emphasis to ensure that students will have the background necessary to fulfill their teaching, service, and research responsibilities associated with faculty positions at a full range of institutions of higher education or other professional roles (e.g., administrators). A key feature of this project is the Integrative Stage, which is the professional seminar organized by the project. The seminar is designed to bring together each of the doctoral students throughout their studies to help them integrate their educational and professional experiences. The seminar will not only be designed to engage all doctoral students in a thoughtful consideration of their rich collective experiences, but to develop integrative interdisciplinary research, teaching, and service activities.

Grant Number: H325D980048

Prevention and Early Intervention of Developmental Disabilities: Interdisciplinary Preparation of Leadership Personnel

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Beginning Date: 9/01/98
Ending Date: 8/31/02

OSEP Contact: Robert Gilmore
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Purpose: This new program provides leadership training to educators and related service personnel who are interested in developing effective services for children with developmental disabilities and their families.

Method: The training program includes participation in three core courses and weekly leadership seminar, leadership mentoring by professional and family community representatives, involvement in research activities, participation in development or evaluation project, participation in community outreach activities, and completion of individual projects. Project staff and trainees will be involved in efforts to recruit, nurture and mentor minori-

ty leadership personnel. During the four years of this project, at least 20 doctoral students in communication disorders, special, general, and early childhood education, psychology, and social work will acquire the expertise needed to develop interdisciplinary research programs, service delivery systems, and policies that reduce preventable disabilities and enhance the quality of life for children with disabilities and their families.

Grant Number: H325D990023

Early Childhood Special Education Leadership Training: Research, Multidisciplinary Knowledge and Teacher Preparation

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Beginning Date: 9/01/99
Ending Date: 8/31/03

OSEP Contact: Robert Gilmore
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Purpose: This project will train doctoral students in Early Childhood Special Education (ECSE) to assume leadership positions as university instructors, researchers, and program directors.

Method: The program will support ten full-time doctoral students, including four students from diverse backgrounds. The ten trainees will be supported by the program during the first two years of their enrollment in the doctoral program, when they will be completing their course work and their teaching/supervision apprenticeship. During two months in the summer, and the third and fourth years of their program, trainees will be funded as research assistants on ongoing projects while they complete their research training and complete written requirements for the doctoral program. By the end of the project, trainees will have acquired: 1) interdisciplinary knowledge of early development, intervention, and education; 2) expertise in conducting, critically analyzing, and applying research related to young children with disabilities and their families; and 3) specific skills for preparing personnel for emerging roles in ECSE. Graduates of the program will be able to initiate and maintain a program of research in ECSE, to translate research into practice, to establish training programs for ECSE teachers, and to develop, support, and advise ECSE programs.

Grant Number: H325D990030

Preparation of Leadership Personnel: Project LEAD

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Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: Robert Gilmore
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Purpose: Project LEAD (Leadership through Education and Advocacy for Students who are Deaf, Hard of Hearing, and/or Deaf-Blind) was conceived by the Deaf Education/Special Education Faculty at the University of Kansas to supply new special education leadership for low-incidence disability training. The training will address the specific needs required to better serve students who are hard of hearing, deaf, or deaf-blind.

Method: Project LEAD will increase the quantity and improve the quality of personnel to serve infants, toddlers, children, and youth with low-incidence disabilities, through transformational and transdisciplinary leadership training. Students will study under the direct mentorship of experts in deaf education and prominent professors in the University of Kansas Special Education Program. Students will participate in numerous, appropriate inclusive activities during the three years of the project.

Grant Number: H325D000004

Preparation of Interdisciplinary Early Intervention Leadership Personnel

Project Director: Wilcox, M. Jeanne; Lamorey, Suzanne; Fabes, Richard
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Beginning Date: 8/01/00
Ending Date: 7/31/04

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Purpose: This project will prepare doctoral-level personnel to assume leadership roles in the field of early intervention.

Method: Students will enter the program with a master's degree and previous discipline preparation in speech-language pathology, early childhood education, special education, or child development and family studies. The project design includes a comprehensive, interdisciplinary, practice-based leadership training experience to prepare a total of eight early intervention scientist-practitioners over the four years of the project. A combination of intensive community apprenticeships coupled with innovative university coursework and activities will prepare program graduates for leadership positions in institutions of higher education. All students will gain a thorough knowledge foundation and advanced skill in early intervention practice, supervision, mentoring, and the design and implementation of practice-relevant research. Individualized enhancements in each of these areas are available to match with students' individual applied research interests. The project represents a university and community effort that includes faculty from various departments and colleges of Arizona State University, the state agency (Department of Economic Security) responsible for the Federal Part C Program for Infants and Toddlers, a large regional human services agency (Southwest Human Development), and Desert Samaritan Hospital.

Grant Number: H325D000014

Preparation of Leadership Personnel: Audiology, Hearing Loss and the High Risk Infant

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Beginning Date: 7/01/00
Ending Date: 6/30/04

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Purpose: This project responds to the continuing need for leadership training of administrators, teacher/investigators, and researchers who are concerned with children at risk for auditory disabilities, especially those children with autism spectrum disabilities. This program will prepare six doctoral-level graduates over a four-year period

with specialized training on children at risk for hearing problems—especially autism spectrum disorders—and issues concerned with early amplification and outcome and efficacy assessment in clinical care.

Method: Resources from four departments at Vanderbilt University will be utilized to provide graduate students with a comprehensive training program: Special Education, Pediatrics, Psychology, and Hearing and Speech Sciences. The Department of Hearing and Speech Sciences will serve as the host department and the Vanderbilt Bill Wilkerson Center will be the primary resource for student practicum. Graduates from this program will be able to take positions of leadership in colleges and universities, clinics, hospitals, educational facilities, and state/federal agencies.

Grant Number: H325D000032

Interdisciplinary Leadership Program: Preparing Personnel To Be Cross-Culturally Competent

Project Director: Flynn, Linda
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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Robert Gilmore
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Purpose: This project supports the preparation of highly trained, culturally competent professionals who can create and facilitate a collaborative environment and provide leadership within systems, personnel preparation, and research.

Method: The program is interdisciplinary, community-based, family-centered, competency-based, and portfolio driven. Doctoral-level training will be conducted with students in the fields of early intervention (children from birth to five) and school psychology. Trainees from these disciplines will participate in three joint seminars throughout the year. The seminars will include Cross-Cultural Competence, Team Leadership, and Research to Practice in Early Intervention/Early Childhood. These content areas will be taught via seminars, but also infused and practiced throughout the year-long internship. Doctoral students will earn one of the following: Special Education doctoral degree in early intervention (with an area of emphasis in early childhood); Curriculum and Instruction doctoral degree in early childhood (with an area of emphasis in early intervention); doctoral degree in School Psychology with an area of emphasis in early intervention/early childhood. Faculty from the University of New Orleans, Louisiana State University Health Sciences Center, and the Louisiana University Affiliated Program will work together to develop, implement, and evaluate the training program. Trainees will be prepared to assume leadership positions within universities, systems of health care and education, and other organizations/programs providing services for young children (both with and without disabilities) and their families.

Grant Number: H325D010002

Training Leaders in Pediatric School Psychology: Strengthening Family-School-Community Partnerships for Students with or at Risk for Emotional/Behavior Disorders

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will develop pediatric school psychologists as leaders in the research and practice of strengthening linkages among school, community, and health care settings to address the needs of young children with or at risk for emotional/behavior disorders (E/BD).

Method: A total of 12 doctoral students, consisting of two cohorts of six trainees, will participate over a 2-year period to achieve competencies in five areas for students with or at risk for E/BD: 1) service delivery to preschool and school-age students; 2) design and evaluation of health promotion programs; 3) promoting family-school partnerships; 4) developing community-responsive programs; and 5) designing and evaluating academic skill interventions. In addition, students will design, evaluate, and disseminate action research related to pediatric school psychology. Trainee activities will include: coursework in areas relevant to pediatric school psychology; practica in school, community, and health care settings; and mentorship in the conducting of independent research. Upon graduation, trainees will become leaders in educational, health care, and university settings. Trainees will complete their Ph.D. in School Psychology and receive an endorsement from Lehigh University's Department of Education and Human Services indicating that they have completed a specialization in Pediatric School Psychology. They also will receive certification as a school psychologist in Pennsylvania.

Grant Number: H325D010022

Partners in Doctoral Preparation: A Unified Leadership Program in Early Childhood Special Education and School Psychology

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Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Robert Gilmore
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Purpose: In an effort to meet the supply and demand needs for future special education and school psychology faculty, this project will develop a unified leadership program in special education and school psychology emphasizing early intervention. The project will support 14 students to be trained as researchers, school leaders, and faculty in the area of personnel preparation in early intervention. Emphasis will be placed on recruitment of program participants from historically underrepresented groups, including individuals with disabilities.

Method: The program will include training in competencies identified as important to becoming an effective educator of teachers, school psychologists, and researchers with a specialization in early intervention (EI). One track will be established for doctoral students in special education who want to specialize in EI. A second track will be for doctoral students in school psychology who want to specialize in the early childhood years. Students will develop competency in four areas: 1) transdisciplinary and inclusive early intervention practices, 2) personnel preparation pedagogy, 3) professional collaboration, and 4) research and scholarship. Doctoral students will benefit from the combined relationship of the two disciplines as well as a close-working interdisciplinary relationship with the departments of Communication Disorders, Psychology, Allied Health Professionals, and Shands Teaching Hospital, the regional center for neonatal intensive care in Florida. Assistantships will be completed in college teaching of early childhood special education and school psychology courses, supervision, inservice and consultation, research design, and professional writing.

Grant Number: H325D010039

Meeting Emerging Agendas in Special Education Administration: A Collaborative Education Specialist Leadership Training Program (ESLT)

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Beginning Date: 6/01/01
Ending Date: 5/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project offers a new Education Specialist program structured to advance the training of administrators who are capable of meeting the diverse and complex challenges of service delivery and educational reform. This project will support 36 administrative candidates' training to develop collaborations and partnerships situated in learning communities; forward practice at the local and regional levels; advance the agendas of special education; and incorporate policy essentials into student coursework and practice. Using principles of effective leadership and management, the project will prepare special education administrators who are capable of embracing and meeting the challenges of educating children with disabilities in inclusive settings and adept at working with culturally and linguistically diverse populations.

Method: The program will prepare special education administrators who can work as part of a collaborative effort to transform the work of schools and early intervention and early childhood systems. Two student cohorts (18 in years one and two; 18 in years three and four) will complete their degrees in two years of part-time study. Specifically, the program will: 1) offer an integrated curriculum of study including coursework in counseling, public health, educational administration, and leadership; 2) draw upon field expertise and employ case-study and action research; 3) develop leadership competencies required to ensure appropriate services for children with disabilities served in inclusive settings and to work with culturally diverse populations; 4) model and demonstrate collaborative methodologies and establish opportunities for application of effective practices with diverse populations; 5) estabish "Practice to Policy" and "Policy to Practice" internships for special education adminstrators; and 6) employ technology to support program goals and Ed.S. candidates' growth. The project will recruit traditionally underrepresented students, including individuals with disabilities.

Grant Number: H325D010044

Preparation of Leadership Personnel: Training Doctoral Students to Focus on Participation and Academic Achievement

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Beginning Date: 8/15/01
Ending Date: 8/14/05

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Purpose: This new project will recruit and train doctoral-level leaders to support the goal of ensuring access to participation and academic achievement for students with disabilities in New York State's and America's schools, through collaboration with the Syracuse City School District and the Central New York School Study Council.

Method: Eight students who have interest in education (early childhood through grade 12) of students with severe and multiple disabilities and learning disabilities will be supported annually, including individuals with disabilities and individuals from groups underrepresented in the profession at the doctoral level. The doctoral students will participate in research and program development internships in urban and rural schools where teacher shortages are greatest, to conduct research and collaborate with school leaders and teachers in improving participation and academic achievement by students with significant disabilities in the regular academic curriculum. The project will involve collaboration by university faculty in special education, early childhood education, elementary education, and secondary education to prepare doctoral students in strategies to ensure, support, and evaluate participation and academic achievement by students with disabilities in standards-based academic curriculum.

Grant Number: H325D010045

Preparation of Leadership Personnel in Early Childhood Special Education

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Beginning Date: 7/01/01
Ending Date: 6/30/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare leadership personnel with skills in research and teacher education to assume positions in settings that include universities as well as local and state education agencies and the federal government. The project will provide a comprehensive doctoral program in early childhood special education that prepares leaders who are culturally sensitive and responsive.

Method: The doctoral program of this project incorporates intensive coursework in early childhood special education and related fields with courses in research design and methodology. The program will also include supervised research apprenticeships, development of professional writing skills, and an internship to enhance collaborative skills in varied local/state/federal settings. Graduates from this program will be qualified research con-

consumers and generators; teacher educators who can work effectively with students from diverse populations; experienced teachers who design, implement, and evaluate instructional content; and effective advocates for services for young children with disabilities and their families, who are prepared to interact in culturally responsive ways to the needs of culturally, economically, and ethnically diverse families.

84.325E
Preparation of Personnel in Minority Institutions

Grant Number: H325E980018

Retraining of Teachers for Competencies in Special Physical Education

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Beginning Date: 9/01/98
Ending Date: 8/31/02

OSEP Contact: Martha Bokee
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Purpose: In this project, physical education teachers currently working in the Baltimore area public schools will be retrained to meet Maryland's need for teachers with competencies to meet the individual needs of students receiving special education services. Trainees will participate in the Master of Education in Special Education: Teaching Adapted Physical Education degree program, intended to increase the quantity and improve the quality of special education personnel to meet the unique needs of infants, toddlers, children, and youth with disabilities in Baltimore's urban schools.

Method: Developed with extensive involvement of parents of children with disabilities and SEA personnel, trainees will participate in mentorship/retention activities in support of their progress toward a Master's degree. This new preservice training project will support and graduate 45 teachers (15 per year) of adapted physical education with the competencies to meet the unique needs of students at all levels.

Grant Number: H325E980020

Training Haitian Teachers for Early Childhood Special Education/Teaching English to Speakers of Other Languages

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Beginning Date: 5/01/98
Ending Date: 4/30/02

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Purpose: The focus of this project is to improve the quality of personnel preparation in Florida and in the nation by supporting students of Haitian background to participate in a master's degree program which meets the needs

of training quality personnel to work in the field of early childhood special education (ECSE) while also providing training in teaching English to speakers of other languages.

Method: This four-year project will support 38 students to become qualified ECSE teachers who will not only be prepared to provide direct services to young children and their families, but who will be trained to meet the needs of children who are English Language Learners. The program will be interdisciplinary with an emphasis on working with three to five year old children with disabilities who may come from homes where English is not the primary language. Students will be trained in identification, assessment, and intervention techniques for the target population. An emphasis will be placed on recruiting qualified minority students (primarily from the Haitian community) with certification in education who are committed to teaching young, limited-English proficient children with special needs.

Grant Number: H325E980029

Project Lengua2: Preparation of Bilingual Speech-Language Pathologists to Serve Hispanic Pediatric Populations

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Beginning Date: 8/16/98
Ending Date: 8/15/02

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Purpose: This is a new project designed to recruit and prepare Spanish/English bilingual students to become speech-language pathologists to serve a rapidly growing Hispanic population of infants, toddlers, children, and youth with communication disorders. It addresses the shortage of bilingual speech-language pathologists in the Washington metropolitan area by providing a pool of professionals with specialized training in bilingualism and it will work to improve the delivery of services to Hispanic infants, toddlers, children and youth, many of whom are limited English proficient (LEP) and have speech and language disorders.

Method: The project's curriculum will include courses on bilingualism, language acquisition in bilingual populations, and assessment and treatment of bilingual populations. An additional component will consist of clinical practica with bilingual infants, toddlers, children, and youth who are LEP. Students in the program will learn assessment and therapeutic strategies appropriate for use with bilingual children and youth with speech-language disorders. The plan is to recruit and support 12 students. At the conclusion of the program, graduates will be fully credentialed professionals with a knowledge of cultural and linguistic diversity with a specialization in bilingualism.

Grant Number: H325E980055

Preparation of Leadership Personnel in Low Incidence Early Childhood

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Beginning Date: 7/01/98
Ending Date: 6/30/02

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Purpose: This project in the area of low incidence early childhood special education (LIECSE) of California State University, Los Angeles, takes advantage of existing partnerships between that university and two others in the L.A. area and the unusual capacity in the field of LIECSE. The project will support recruitment and training of 20 candidates in a doctoral training program in special education with an emphasis in LIECSE, particularly those who come from minority backgrounds.

Method: Doctoral coursework will be given in general special education and individual program planning will ensure breadth across low incidence disabilities and early childhood special education. Advanced low incidence research practica will be directed and supervised collaboratively by faculty from the three campuses. Dissertation research should address a major educational or early intervention issue related to infants and young children with low incidence and multiple sensory disabilities. A total of 20 students will receive support from the program.

Grant Number: H325E990039

Alula: Regional Communicative Disorders Bachelor of Arts Degree Collaborative Project of Two Minority Institutions

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Beginning Date: 8/01/99
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
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Purpose: This project will build capacity to address the shortage of trained individuals to meet the educational and related service needs of individuals with communication disorders in Guam, the Commonwealth of the Northern Marianas Islands (CNMI), and the U.S. Freely Associated States in Micronesia. Alula means to "hurry" in Chamorro, the indigenous language of Guam. This word underscores the great need to speed up the opportunity for regional bilingual and minority personnel to be trained in communicative disorders so that they may address the needs of children with speech and language delays who are currently unserved or underserved.

Method: This project addresses the critical shortage of speech and hearing clinicians available in the western Pacific by supporting 17 minority individuals, many of whom are bilingual, in a Bachelor of Arts program in Communicative Disorders. The project will develop a coordinated, culturally relevant program in Communication Disorders and Sciences for the Pacific through collaboration with San Jose State University and the University of Guam. Project Alula will support two cohorts of undergraduate students: the Guam Cohort, consisting of ten students, and the Regional Cohort, consisting of seven students, one from each island group.

Students recruited into the program are expected to complete a Bachelor of Arts degree in Communicative Disorders from San Jose State University in collaboration with courses from the University of Guam.

Grant Number: H325E990046

Preparing Early Intervention Specialists for Service in Language Diverse Communities

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Beginning Date: 7/16/99
Ending Date: 7/15/03

OSEP Contact: MaryAnn McDermott
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Purpose: The Division of Counseling Psychology and Education at Santa Clara University will develop a program to recruit, retain, and prepare persons from language-diverse communities to serve as early intervention specialists. The project will also be creating ethnically diverse professional role models.

Method: The project will offer a minimum of 40 students from language-diverse communities the opportunity to participate in a Master's Degree/Early Childhood Special Education Credential program specially developed to offer emotional, academic, and financial support. In addition, the project will recruit a minimum of 20 students from related disciplines who will have the opportunity to complete the core of the early intervention program, enabling them to obtain the California state-sponsored Early Childhood Special Education Certificate. An extensive on-campus and off-campus mentoring program will draw on the interest and expertise of a variety of community parents and professionals along with former alumni from language-diverse communities. Faculty will participate in workshops designed to enhance their ability to effectively meet the needs of college students whose primary language is not English. The community will be invited to participate in teacher-translator workshops in an effort to improve services to all children and families from language-diverse communities.

Grant Number: H325E990055

Dull Knife Memorial College Preparation of Personnel in Minority Institutions Project

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Beginning Date: 10/01/99
Ending Date: 9/30/03

OSEP Contact: Betty Baker
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Purpose: This project will increase the capability of the Dull Knife Memorial College to provide training in all areas of special education serving preschool children to high school students with disabilities. It will provide advanced training for American Indian personnel serving infants, toddlers, children, and youth with disabilities, thus helping to eliminate the national, state, and regional shortage of qualified American Indian special education professionals and paraprofessionals.

Method: The project will train 24 paraprofessional and professional minority personnel in special education during the project period and place these personnel in special education positions on and near the Northern

Cheyenne Reservation. The program will train eight special education teacher assistants at the associate's degree level, two teachers at the bachelor's degree level, and two teachers at the masters degree level between 1999-2003. It is expected that four of the eight teacher assistants training in 1999-2001 will matriculate to Montana State University-Billings (a four-year institution) and complete their Bachelor of Science Degree in Education and Certification in Special Education (double major). Between 2001-2003, another six students will enter the paraprofessional training program as well as two students at the Masters of Science degree level.

Grant Number: H325E990067

South Carolina State University Interdisciplinary Preparation Program: Special Education Training for Leadership Personnel

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Beginning Date: 1/01/00
Ending Date: 12/31/03

OSEP Contact: Joseph Clair
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Purpose: This project will recruit and prepare individuals from underrepresented groups, including individuals with disabilities, into the Ed.S. and/or Ed.D. degree programs in Educational Leadership with a concentration in special education administration, leading to principal and superintendent certification. Individuals who complete this concentration and who are not certified in special education will become certified in the area of learning disabilities.

Method: This interdisciplinary program will prepare personnel at the advanced graduate and doctoral levels to administer, enhance, and provide services for children with disabilities. It will provide interdisciplinary training (educational administration and special education) for leadership personnel, including administrators, supervisors, and principals, whose work affects early intervention, educational, and transitional services for children with disabilities. Over the four years, the project will increase by at least 60 the number of underrepresented leadership personnel, including individuals with disabilities, who are prepared to administer special education programs in schools with high minority populations. It will improve the competencies of those currently employed in administrative positions and increase the number of leadership personnel certified both in educational administration and special education. The project will also establish a tri-state networking system for individuals who complete the special education administration concentration.

Grant Number: H325E000019

Preparation of Personnel in Interdisciplinary Early Childhood to Serve Young Children with and without Disabilities in Inclusive Settings in Puerto Rico

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Beginning Date: 10/01/00
Ending Date: 9/30/04

OSEP Contact: MaryAnn McDermott
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Purpose: This project will prepare interdisciplinary early childhood personnel to meet the needs of infants, toddlers, and preschoolers with and without disabilities and their families by serving as certified professionals in inclusive settings. The project intends to prepare 60 students to obtain their master's degree in interdisciplinary early childhood education.

Method: The training staff will develop courses to prepare 60 Master's level students to work with young children with disabilities and their families in inclusive settings; it will develop a recruitment plan to attract students from traditionally underrepresented groups, who are economically disadvantaged, and who reside in rural areas; and it will offer early childhood courseware in rural areas through the university's adult education and distance learning programs. Coursework will concern legal issues of educating children with disabilities, typical and atypical child development, curriculum development and appropriate curriculum for preschoolers, instructional and intervention methods to facilitate the inclusion of children with disabilities, family services, assessment and evaluation, teaming options for parents and professionals, and individualized educational programs and family service plans.

Grant Number: H325E000036

Project EXCEL (Enhancing Excellence in Community and Education Leaders)

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Beginning Date: 8/01/00
Ending Date: 7/31/04

OSEP Contact: Wendy Tada
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Purpose: This project will: 1) increase the number of special education certified teachers in Mississippi who are uniquely qualified to address issues of early childhood special education, particularly with ethnically diverse groups, by providing opportunities for them to have financial assistance and/or scholarships; 2) develop and evaluate, for replication, the process of infusing nationally recognized standards (current K-12 certification NCATE and state-approved program) of early childhood special education practices into existing special education preparation programs; and 3) integrate university-based academic coursework and practical field-based experiences using a theory-to-practice model.

Method: Project EXCEL is a collaborative partnership between Tougaloo College, a private Historically Black College, and Willowood Developmental Center. The project was developed to address the shortage of quality trained special education teachers in the state of Mississippi. Tougaloo's 100% passing rate on the PRAXIS exam series makes it uniquely positioned to supply special education teachers, focusing on early childhood special education issues, to the state of Mississippi. Project EXCEL, through Tougaloo College, will increase the number of African American teachers who have special education certification with an emphasis in early childhood special education. Project EXCEL will specially target and give preference to minority students preparing to become teachers. This effort will expand the pool of African American teachers who closer reflect the population they will be serving, that is African American children with special needs. Willowood Developmental Center is Mississippi's only preschool accredited by the State Department of Education which serves typically developing children and children with disabilities in an inclusive environment. The funds provided for Project EXCEL will support ten scholarships per year for four years, as well as innovative and unique field-based experiences at Willowood Development Center as the professional development school. The curriculum has a "theory-to-practice" orientation with coursework sequentially linked to practica in an authentic, real world setting. Thorough evaluation of techniques and methods will be conducted at the end of the year for validation and dissemination purposes.

Grant Number: H325E000037

Project T.A.P.E.R.S.: Training Adapted Physical Educators in the Rural Setting

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Beginning Date: 8/15/00
Ending Date: 8/14/04

OSEP Contact: Martha Bokee
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Purpose: North Carolina Agricultural and Technical State University (NCA&TSU), with its Department of Health, Physical Education, and Recreation (HPER), will implement this project to train personnel who can provide quality physical education services, including early childhood adapted physical activities, for all individuals with disabilities in a variety of settings.

Method: As a response to the need for qualified culturally diverse special education personnel, including adapted physical education specialists, the project will achieve the following objectives: 1) train personnel from diverse backgrounds who can provide quality physical education programs, for all individuals with disabilities in a variety of education settings; 2) recruit and train underrepresented and diverse minorities, including individuals with disabilities; and 3) increase the retention rate of program students and adapted physical education specialists in the field, especially in rural areas. The project will train 40 full-time and 20 part-time students who will serve approximately 3,440 students with disabilities per year in public or private schools after graduation. The project will graduate 60 adapted physical education specialists with a Master of Arts in Physical Education and a concentration in Adapted Physical Education. After training, they will be able to serve as direct service providers, consultants, or resource persons in adapted physical education.

Grant Number: H325E010050

Reducing Attrition and Increasing Special Education Minority Teachers (Project RAISE-MT)

Project Director: Taylor, Ron
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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Joseph Clair
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Purpose: The Department of Exceptional Student Education (DESE) at Florida Atlantic University (FAU) will conduct Project RAISE-MT for 30 masters-level minority students using a professional development school model. By the end of the four-year project, a total of 30 students will receive masters degrees in ESE in one of the following specialization options: learning disabilities, mental retardation, emotional handicaps, varying exceptionalities, English for Speakers of Other Languages (ESOL), reading, and early childhood special education.

Method: Project RAISE-MT will work closely with the Broward and Palm Beach school districts, which are among the most diverse counties in the country. Each district will identify 6 to 10 Professional Development Schools (PDSs) with the heaviest concentration of minority, multicultural faculty who are serving similar students with disabilities. At each school, minority exceptional student education (ESE) and general education (GE) teachers will be offered tuition-free coursework for the Master's degree as well as a stipend. Regular and

alternative admission criteria will be used. Students will initially complete the Clinical Educator Training as part of their program, which is required training in Florida for teachers who supervise interns or student teachers. A series of nine one-credit seminars will be developed, which address teacher effectiveness and pertinent multicultural issues. Project RAISE-MT will use research-based curriculum and pedagogy and provide a mentoring system to enhance student retention and success.

Grant Number: H325E010053

Educational Administration Guided Leadership Experiences

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Beginning Date: 8/01/01
Ending Date: 7/31/05

OSEP Contact: Robert Gilmore
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Purpose: This project will prepare eight doctoral students to successfully complete 72 hours of course work toward an Ed.D. in Educational Administration and Leadership, with a special emphasis in Special Education.

Method: In addition to a rigorous study of educational administration and leadership, these students will be required to study and exhibit thorough knowledge in special education and related subject areas. Students will participate in experiential learning such as: 1) active membership in special education professional organizations; 2) planning, organizing, and conducting an annual colloquium on special education-related administrative and policy issues; 3) practical training in disability advocacy, disability research, school-community partnership, grass-roots outreach, and empowerment activities implemented by university-based institutions such as the Center for Disability and Socioeconomic Policy Studies and the Center for Research on the Education of Students Placed at Risk; and 4) internship at a special education administrative division within any of the five school districts in the Washington, DC metropolitan area (DC Public Schools, Prince George's County Public Schools, Montgomery County Public Schools, Alexandria Public Schools, and Fairfax County Public Schools). Trainees will emerge as well-qualified administrators who can enhance and provide special education and related services; effectively work with culturally and linguistically diverse urban sub-populations, particularly infants and children with special needs and their families; and integrate state of the art research knowledge and skills and put them to use in their day-to-day administrative work.

84.325H
Improving the Preparation of Personnel to Serve Children with High-Incidence Disabilities

Grant Number: H325H990002

Training Early Childhood Special Educators

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Beginning Date: 9/01/99
Ending Date: 8/31/02

OSEP Contact: Wendy Tada
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Purpose: This project will improve the University of Pittsburgh's graduate-level preservice personnel preparation program by providing interdisciplinary training for early intervention personnel to serve preschoolers with disabilities.

Method: The project will graduate 15 personnel with an M.Ed. in Early Childhood Special Education and either a certificate in special education or early childhood education. It will graduate 13 personnel who are certified in either special education or early childhood education with an M.Ed. in Early Childhood Education. It will establish a program advisory board to improve the university's partnerships with local agencies that provide services to preschoolers with disabilities, their parents, and the state's early intervention technical assistance initiative.

Grant Number: H325H990019

A Masters Program in Early Childhood Special Education-High Incidence Disabilities

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will prepare Master's students in early childhood special education at the University of Maryland to work with children ages 3-6 with high-incidence disabilities. It enhances an existing program to directly address the areas of teaching candidates from underrepresented populations and service to children with disabilities in high poverty areas. Additionally, it addresses state and national needs for improved preparation in the area of collaboration.

Method: The project will provide a program of coursework and field experiences that reflect the state of the art in early childhood special education for children 3-6 with high-incidence disabilities. It will enhance existing coursework and field experiences to focus on collaboration among professionals and families and issues facing teachers of young children with disabilities in low-income, urban areas. It will offer special supports to students in academic and social areas of need and make continuous improvements in the university's training program through partnerships.

Grant Number: H325H990084

Transdisciplinary Inclusive Practices

Project Director: Hull, Karla; Talor, Charles; Reffel, Julia
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Beginning Date: 8/01/99
Ending Date: 7/31/02

OSEP Contact: Louise Tripoli
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Purpose: This project will support the training of 25 graduate-level regular/special education teachers and related service providers (speech pathologists and school psychologists) per year, in a transdisciplinary model that will enhance their ability to effectively serve students with high-incidence disabilities in the regular classroom and to support students' successful transition into the community.

Method: Based on the notion that "it takes a village to raise a child," this project will train a cohort of students from different disciplines to build the necessary bridges among disciplines in the University, and between the University and anchor schools to create a "village" that focuses on effectively supporting students with high-incidence disabilities in order to achieve high expectations for these students' success. The anchor schools will provide field experience sites for the students and will be chosen based on their commitment to improving their ability to serve children with disabilities in regular classes and to provide meaningful access to the general education curriculum. This project involves the coordination of faculty and graduate students from multiple departments (special education, early childhood/elementary, middle grades, secondary, vocational education, psychology, and communication disorders) with a focus on three unifying themes: 1) transdisciplinary teamwork, 2) specific instructional strategies for inclusion, and 3) transitions across age, settings, practices and programs. Administrators, teachers, and specialists in the anchor schools will be invited to attend several staff development seminars provided to their school site via distance learning technology, to ensure that they are co-trained with the preservice students.

Grant Number: H325H990141

The Alaska Early Childhood High Incidence Masters Training Program

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Beginning Date: 8/15/99
Ending Date: 8/14/02

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Purpose: To meet the need for trained special educators and related service personnel to serve young children from 3-6 with high incidence disabilities and their families, the University of Alaska Anchorage is proposing a rural personnel preparation training program. Forty-eight early childhood specialists will earn a master's degree in special education with an emphasis in early childhood special education and a state endorsement in preschool special education.

Method: The program will recruit rural underrepresented Alaskan natives and will train a total of 48 students (plus an additional 16 who will graduate in 2003) with the skills necessary to provide effective early childhood services as well as being able to provide local, rural leadership in policy and programming decisions in the high-incidence early childhood systems and programs in Alaska. The major components of the program are: implementation of a high-incidence competency-based training curriculum that includes: coursework; intensive clinical study and practicum activities in autism, fetal alcohol syndrome/fetal alcohol effects, and speech and language delays; implementation of distance learning technology (allowing for distance delivery as well as on-campus delivery of the curriculum); utilization of high-incidence consultants as facilitators for distance learning coursework; and collaboration among university programs, state agencies, and the state infant learning program.

Grant Number: H325H000087

Preparation of Bilingual (Spanish-English) Speech-Language Pathologists and Paraprofessionals to Serve Preschool and Elementary-Aged Children with Communication Disorders

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Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
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Purpose: This training program will impact present and future needs for well-qualified, Spanish-English bilingual speech-language pathologists (SLPs) and speech-language pathology assistants to serve preschool and elementary-aged school children with speech and/or language disorders.

Method: This training project represents a collaborative effort of Arizona State University, Scottsdale Community College, the Arizona Department of Education/Exceptional Student Services, and five Arizona elementary school districts. The project will provide 16 speech-language pathology trainees with bilingual-emphasis course work, and 20 speech-language pathology assistant trainees with bilingual-emphasis lectures that are integrated within existing course work. The "Speech-Language Pathology Assistant" is a paraprofessional position with students earning an Associate of Applied Science (A.A.S.) degree. The "Speech-Language Pathologist (SLP)" is a professional position with students earning a Master of Science (M.S.) degree. For both training levels, course content is systematically linked to community-based field experiences in school districts serving impoverished children whose primary language is Spanish. All project trainees will develop appropriate levels of expertise in the areas of: 1) Spanish speech and language acquisition; 2) bilingual language acquisition and instructional strategies for second language acquisition; 3) speech and language assessment and intervention with Spanish-speaking and Spanish-English bilingual children; 4) cultural awareness and serving linguistically and culturally diverse children; and 5) collaborative design and delivery of speech and language services. Speech-language pathologist trainees will complete requirements for their Master's degree in communication disorders and, pending completion of their clinical fellowship year, be eligible for ASHA certification in speech-language pathology.

Grant Number: H325H000097

Communication, Language, and Literacy: Improving Personnel Preparation to Serve High Incidence Disabilities

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Beginning Date: 8/01/00
Ending Date: 7/31/03

OSEP Contact: MaryAnn McDermott
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Purpose: The major goal of this project is to recruit and prepare 24 graduate students over a three-year period in bilingual speech language pathology who will acquire the competencies necessary to work effectively in inclusive settings with educators who serve children with high-incidence disabilities and their families.

Method: This project will recruit, support, and prepare graduate students completing their appropriate endorsements and certifications in a culturally competent, language- and literacy-focused model of service delivery. The model focuses on family-directed, culturally competent consultative services to young children with high-incidence disabilities and their families by working with educators in inclusive education and community-based preschool settings. Preservice level training will target: 1) development of competencies that distinguish disabilities associated with language impairments from language differences for English-language learners; 2) enhancement of language and literacy learning during the preschool years for all children; and 3) culturally competent service delivery that includes direct experience with a family-directed, collaborative, consultation model of team-based interactions in planning and implementation of supports and services in inclusive settings with educators and families. The project will respond to established priorities by: 1) implementing innovative strategies to recruit and train highly qualified students with disabilities and/or from different cultural and language backgrounds, and rural and/or inner city locations; 2) coordinating and expanding existing training in cultural competence, language and literacy learning, second-language acquisition processes and team-based planning with families and collaborative implementation in inclusive settings with preschool educators and community-based resources; 3) developing diverse off-campus practica sites; 4) establishing job-placement/follow-up plans to link graduates with existing openings in inner city and rural locations in Colorado and the surrounding region; 5) evaluating effectiveness of recruitment, training, and follow-up placement; and 6) utilizing information and resources gained from the project to support Colorado State Department of Education efforts to establish policies and procedures relevant to preservice and inservice training for high-incidence populations, including children from different cultural and language backgrounds.

Grant Number: H325H000107

Project Scaffold: Building Reflective, Collaborative, and Cognitive Processes to Prepare Inclusion Personnel

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Beginning Date: 7/01/00
Ending Date: 6/30/03

OSEP Contact: Beverly Brightly
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Purpose: The Department of Education at The Catholic University of America (CUA) and the Lt. Joseph P. Kennedy Institute (JPKI), a community-based provider of services for children and adults with disabilities and a major force fostering inclusion in public and Catholic schools in the metropolitan Washington, DC, region will develop, test, and refine a new certification/Master of Arts in Special Education program that builds on students' prior preparation in the general early childhood or elementary education curriculum to offer them the potential for dual certification.

Method: This program builds on a research-based cognitive learning and reflective practice model already in place. The project will: 1) address chronic personnel shortages and/or teaching skill gaps in local public and private school systems; 2) develop extensive field-based training opportunities in schools with broad student diversity and in high-poverty schools; 3) recruit trainees from diverse backgrounds and meet their identified content and skill needs; 7) emphasize, throughout the curriculum, issues distinctive to urban, multicultural schools; 8) focus on the skills it takes for personnel to work across their disciplines to improve student outcomes; and 9) focus on processes to ensure a feedback loop that fosters continuous improvement in the personnel preparation program and its management. The partnership with JPKI adds: 1) substantive ties to field-based initiatives with children with special needs; 2) cultural diversity among the larger instructional team; and 3) significant ties to local parent advocates. Over the course of the project's three years, at least 20 students will graduate. Formal agreements have been secured with partner schools from which trainees are nominated or where they complete their field-based experiences to implement inclusion, improved instructional practices that assure students with special needs access to the general curriculum, and school reform/restructuring.

Grant Number: H325H000126

Project EPIC (Educating Paraprofessionals in Our Communities)

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Beginning Date: 6/01/00
Ending Date: 5/01/03

OSEP Contact: Victoria Mims
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Purpose: The University of Texas at El Paso (UTEP) Department of Educational Psychology and Special Services will conduct a project to help meet the critical shortage and enhance the quality of special education personnel within a western region of Texas.

Method: This project will be implemented in collaboration with school districts and agencies within the El Paso and Hudspeth counties of Texas. This region, which borders Mexico, reflects a unique population of culturally and linguistically diverse individuals, specifically Hispanic residents who comprise approximately 80% of the population. Selected participants will be paraprofessionals who are already employed in child care or school settings with children with disabilities, thus showing evidence of their personal investment to not only their community but also to the field of special education. Specifically, this project will provide preservice training to two targeted groups of professionals who work with children ages three to 21 with high-incidence disabilities. The primary focus of training will be for paraprofessionals who are already employed in special education classrooms and are seeking teacher certification in special education. The second focus of training will be for paraprofessionals who are employed in day care centers, Head Start programs, or preschool programs who wish to pursue a 24-credit endorsement in early childhood special education. Within the three years of the project, Project EPIC will provide personnel preparation to a minimum of 35 individuals seeking a bachelors degree in special education and a minimum of 20 participants pursuing an endorsement in early childhood special education.

Grant Number: H325H010023

Language and Literacy for Diverse Populations: Personnel Preparation of Speech-Language Pathologists to Foster Language and Literacy for Students with High Incidence Disabilities

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Beginning Date: 9/01/01
Ending Date: 8/31/05

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Purpose: This project will increase the supply of fully qualified speech-language pathologists from traditionally underrepresented ethnic/racial or disability groups who are prepared to support the acquisition of oral and written language abilities needed for school success by collaborating with diverse families and educational agencies and serving on interdisciplinary teams to improve service delivery to children, from preschool through adolescence, with high-incidence disabilities residing in poor and underserved urban areas.

Method: The project will: 1) recruit and retain 48 diverse trainees committed to employment in school settings; 2) provide research-based academic and practicum experiences enabling trainees to acquire specialized competencies; 3) partner with education agencies to provide field-based practicum experiences, and work with state and local education agencies to ensure that Master's level graduates of all Michigan training programs have experiences in working with preschool and school-age children with high-incidence disabilities; 4) involve trainees in disseminating project information; and 5) assist trainees to find employment serving children with disabilities. Training participants will develop proficiency in: 1) using culturally sensitive methods, 2) providing contextually relevant and nonbiased assessments, 3) providing culturally sensitive intervention strategies to develop language and literacy, 4) using collaborative methods as members of interdisciplinary teams, and 5) demonstrating professionalism for life-long learning.

Grant Number: H325H010092

Interdisciplinary Field-Based Preparation of Personnel Serving Preschool/Primary Children and Families in Culturally/Linguistically Diverse Urban Settings

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Beginning Date: 12/01/01
Ending Date: 11/30/05

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Purpose: This project will address three critical areas of need in preservice personnel preparation in special education and related services: 1) the need for personnel from underrepresented populations (including individuals from culturally and linguistically diverse populations, individuals with disabilities, and financially disadvantaged students) to serve preschool/primary children, ages 3-8, with disabilities and their families; 2) personnel prepared to work with children and families from culturally and linguistically diverse urban settings; and 3) personnel prepared to work within an interdisciplinary model. The project will recruit and prepare personnel

from three disciplines to provide services to young children with high-incidence disabilities and their families within an interdisciplinary model: special education, occupational therapy, and speech-language pathology.

Method: During each year, 15 students will be recruited, including 5 students in special education, 5 students in occupational therapy, and 5 students in speech-language pathology. Project faculty will collaborate across the target disciplines, as well as with Milwaukee Public Schools and with family members and community professionals, to carry out the following activities: 1) recruit students from underrepresented groups for the post-baccalaureate and/or master's degree programs; 2) provide comprehensive support (counseling, advising, and mentoring) to students to ensure successful completion of their respective academic programs and entry into the target disciplines; and 3) provide specialized preparation within an interdisciplinary model of service delivery to young children with disabilities and their families who are from underrepresented groups and residing in urban areas.

Grant Number: H325H010097

Preparation of Adapted Physical Educators to Meet the Needs of Children with High Incidence Disabilities

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Beginning Date: 7/01/01
Ending Date: 6/30/05

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Purpose: This project will support approximately 36 Master's degree students in the area of adapted physical education, with specialization in high-incidence populations. Personnel prepared by this project will be equipped to provide quality physical education programs to a wide range of children aged 3 to 21 years.

Method: The educational curriculum will be a theoretically based, non-categorical approach using best teaching practice. Field-based experiences will include early childhood programs, campus and community-based programs, and transition classes for beyond-high-school-aged students. Trainees will be prepared not only on how to provide physical education for children but also on how to serve as consultants and active members of an educational team. Courses in exercise science, special education, multicultural diversity, and adapted physical education will give project graduates valuable competencies consistent with teaching quality physical education to all children. Full-time as well as part-time students will participate in the project. The part-time student option will encourage full-time teachers to expand their understanding and abilities in adapted physical education during summer classes. The project will make an effort to recruit and retain students from underrepresented minority groups, including those with disabilities.

84.325N
Projects of National Significance – Nondirected

Grant Number: H325N990015

Project PEGS

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This project will design, produce, field test, and broadly disseminate two interactive CD-ROMs with accompanying workbooks for adults (including beginning teachers, paraprofessionals, and parents) to learn and practice positive behavioral interventions for children ages 2-6 and teens ages 12-16. This independent learning tool will merge technology with developmental therapy/teaching, a proven method of training for adults who teach and supervise children with difficult/disruptive behaviors, in a variety of settings.

Method: The project will write, design, produce, and evaluate interactive training CDs with accompanying workbooks based on developmental therapy/teaching principles and methods. Adult stakeholders will then use the CD-ROMs to view simulations of problem behaviors, choose responses, see the consequences of each response choice, and receive feedback on their management style, thus gaining practical response skills that foster the social-emotional competence and responsible behavior of children/youth. The CDs produced by the project will be nationally disseminated and distributed to public school districts, and additional copies will be provided to field test participants. At a minimal cost to school districts, positive behavior management strategies can be used to create environments that are safer and more psychologically secure.

Grant Number: H325N990017

Project MENUS: Meeting Educational Needs of Underserved Students

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: This project of California State University at Northridge will design, implement, evaluate, and disseminate a comprehensive in-service training model to provide school personnel fundamental information regarding the education of students who are deaf or hard of hearing. Project MENUS (Meeting Educational Needs of

Underserved Students) will create methods to increase the knowledge of personnel working in schools, state departments of education, and support agencies with an emphasis on those responsible for implementing, overseeing, and consulting on services for students who are deaf or hard of hearing from infancy through age 21.

Method: The project will develop a curriculum of 60 stand-alone training modules, a training manual, and eight videotapes; train 10 specialists in the field of deafness to effectively use the MENUS curriculum; establish a project advisory council; serve as a resource via telephone, fax, and e-mail on issues related to serving deaf or hard-of-hearing students in inclusive education settings; provide training and outreach; and disseminate its materials nationally.

Grant Number: H325N990029

Community Teams Trained to Lead in Early Intervention (A Tri-State Model for the Nation)

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project of the University of Tennessee Boling Center for Developmental Disabilities will provide a model for professional development based on team-based training, the development of policy and advocacy skills as tools for systems change, and local community involvement for initiating change and ensuring the input and commitment of early intervention stakeholders.

Method: To accomplish the goals of the project, teams of community leaders will be trained with the knowledge and skills necessary to effect change through advocacy, training of others, and policy formation. The project will use a trainer-of-trainers model in three states, including nine rural and urban communities. Teams will include early intervention stakeholders. The training curriculum will focus on inclusion, transition, and family-centered approaches. The project will develop a guide for recruiting, retaining, and rewarding team members; a curriculum for the three states involved; a guide for planning training; needs assessment and evaluation instruments; community individual action plans and their outcomes; a replicable case study of the collaborative interdisciplinary community-based early intervention personnel training; and a list of trained early intervention change agents who can serve as resources to others.

Grant Number: H325N990050

An Inservice/Preservice Model to Train Early Childhood Inclusion Support Personnel

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Beginning Date: 9/01/99
Ending Date: 8/31/02

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Purpose: This project builds on a previously demonstrated model to disseminate an advanced, individualized program to train early childhood special educators and early intervention professionals to provide effective inclusion support for infants and young children from birth to five.

Method: The competency-based model for this project provides training materials and methods to train skills in the following areas: inclusion support strategies and resources for a wide range of children, including children with low-incidence and severe disabilities; parent partnership strategies; legal and administrative issues; collaborative consultation skills to support itinerant models of support; co-teaching methodology; and conflict resolution. The training package will include written and videotaped material. Final products will include both preservice and inservice materials and field-tested guidelines. Products will be disseminated to university preservice programs and to state departments of education.

Grant Number: H325N990052

Project INTERACT: Inservice Training, Education, Resources, and Communication through Technology for Deaf Mentors

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Beginning Date: 10/01/99
Ending Date: 9/30/02

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Purpose: Project INTERACT will develop, implement, and evaluate an innovative model to provide ongoing inservice training to deaf mentors in early intervention systems. The training will result in increased interaction between early intervention paraprofessionals who are deaf and deaf infants, young children, and their families—this increased interaction helps promote improved language development and higher self-esteem in these children.

Method: Project activities will be conducted via two training formats: 1) CD-ROM, print materials, and computer-mediated interaction for individual learners, and 2) videotape, print materials, American Sign Language interactions through computer-based videoconferencing, on-site discussion, and e-mail for groups. Deaf mentors in four states will participate in project training and evaluation. The training processes and products will be appropriate for deaf adult learners, will be replicable, and will impact the quality of early intervention services to large numbers of deaf children.

Grant Number: H325N990053

New Roles for ECSE Teachers: Preparing for Itinerant Services

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Beginning Date: 7/01/99
Ending Date: 6/30/02

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Purpose: This project will define the roles, responsibilities, and accompanying performance indicators of itinerant early childhood special education teachers (IECSE) through multiple research methodologies with a variety of stakeholders, including parents, teachers, and administrators. It will develop two curriculum packages for use with IECSE and community-based early childhood teachers and administrators. This project will impact the quality of inclusive early childhood education services to young children with disabilities and their families.

Method: The project will achieve its goals through multiple research methods that include a literature review, observations of IECSE teachers, interviews with parents and administrators familiar with those teachers, and questionnaire research. It will synthesize the information and develop a blueprint that describes critical roles, responsibilities, and performance indicators. It will develop and field test a curriculum package to be used for preparation of ECSE teachers to serve as itinerant teachers. In addition to development of the curriculum packages, a collaborative partnership with the Ohio Department of Education will result in use of the project model to develop and disseminate a set of guidelines to LEAs describing recommended practices for IECSE teachers and IECSE service delivery. These guidelines will be disseminated through targeted mailings, an interactive World Wide Web site, conference presentations, and publications.

Grant Number: H325N000055

Innovations: Training Service Providers to Work with Infants Who Have Multiple and Low-Incidence Disabilities -- An Inservice Model

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This project is an innovative inservice training method for service providers working with infants who have multiple and low-incidence disabilities. The project will develop training modules delivered through distance education methods to assist service providers in supporting caregiver interactions and in meeting the infants' intensive intervention needs within daily activities.

Method: Training modules will provide essential information on infants who have multiple and low-incidence disabilities and their families along with information on motor, vision, hearing, communication, and adaptive development. The training will focus on strategies to gather information about an infant's learning needs and the family's priorities and to design and implement meaningful interventions in the home and other natural environments. Modules will be delivered through regional trainings, online instruction, and home study packages. Modules and exemplar cases will include strategies for collaborating with families who have diverse child-rearing practices and for increasing communication with families who use languages other than English.

Products: Products will include a programmed Web-based archive of the training content, including resources and interdisciplinary training modules with problem-solving cases and learning activities. Training materials will be developed in various formats: online, print, closed-captioned video, and CD-ROM. The project is intended to result in: 1) the validation of a distance-delivery inservice model using training modules, 2) a Website and other instructional resources and materials for training service providers, 3) an increase in qualified service providers and local capacity, and 4) improved early intervention services to infants with multiple and low-incidence disabilities and their families.

Grant Number: H325N000058

Early Intervention in Natural Learning Environments: A Model to Build Capacity across State Systems

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: This project will use the findings from an early education program for children with disabilities (the data from which supports a reconceptualization of early intervention) to develop, implement, and evaluate a training model on the use of natural environments in early intervention.

Method: The project model will encompass both inservice and preservice materials and activities to support individual states' comprehensive systems of personnel development (CSPD). The training audiences are Part C coordinators, CSPD coordinators, higher education faculty, program administrators, service providers, and families. The training content will include assessment, individualized family service program development, intervention, and evaluation techniques. The training materials will include workbooks, training manuals, course syllabi, and slide presentations for illustrating each phase of early intervention.

Products: Training activities will be disseminated via the products developed by the project: the workbooks, manuals, syllabi, and workshop presentation packages. Electronic technologies will be used for both training and dissemination, thus enhancing the impact of the model. Early intervention programs in nine states will participate in the project during its first two years; afterwards, the model will be disseminated nationally. Approximately 5,000 people nationally are expected to be impacted by the model.

Grant Number: H325N010022

Meeting the Challenge: Building Capacity of Early Care and Education Providers

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Beginning Date: 8/01/01
Ending Date: 7/31/04

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Purpose: Professionals in Early Childhood Education (ECE) and Early Childhood Special Education (ECSE) have expressed pervasive concerns about their ability to educate and support young children with challenging behavior. The challenges associated with promoting the active participation and skill development of children who engage in socially isolating or harmful patterns of problem behavior often result in the exclusion of these children from community-based early childhood programs and may make providing services in natural environments seem overwhelming to service providers. In this project, instructional modules that employ problem-based learning components will be developed, evaluated, and disseminated. These modules will be designed to

provide both preservice teacher educators and inservice instructors with instructional technology and content that can be used within preservice coursework or as discrete inservice workshops.

Method: The following six modules will be developed: 1) Promoting Communication and Social Skill Development; 2) Problem Behavior Has Meaning; 3) Positive Behavior Interventions and Supports; 4) Teaching Skills in Natural Environments; 5) Supporting Families; and 6) Providing Collaborative Consultation to Support Children with Challenging Behaviors. These instructional modules will be available in multiple formats including an instructional DVD, a multimedia package including VHS tapes and Powerpoint slides, and a project Web page. The instructional modules will be developed in partnership with families and community programs to ensure the inclusion of "real world" case studies and video vignettes. Each instructional module will be implemented and field tested within multiple preservice education courses and inservice programs in multiple, geographically and ethnically diverse states. The modules will be evaluated for implementor satisfaction, participant satisfaction, knowledge acquisition, and effects on professional practice, prior to national dissemination.

Products: National dissemination will occur through conference presentations, publications in professional journals, and the program Web site. In addition, a special workshop will be held the third year of the project for staff development specialists to increase dissemination and replication impact nationwide. Dissemination activities will target multiple disciplines through relevant professional organizations.

Grant Number: H325N010027

Natural Allies: Working with Community Colleges to Prepare Personnel to Provide Quality Services for All Young Children in Natural Environments

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Beginning Date: 10/01/01
Ending Date: 9/30/04

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Purpose: Natural Allies will develop, implement, evaluate, and disseminate a model that will yield change and improvement in community college coursework and practical experiences related to serving young children with disabilities in inclusive natural environments.

Method: Salient features of the Natural Allies implementation plan include: 1) working with family members, adults with disabilities, early childhood faculty, early childhood teachers, early interventionists, and state agencies in eight states to identify priorities for change in early childhood teacher preparation; 2) providing instructional resources and educational experiences, including a four-day intensive institute designed to address individual and state priorities, to interprofessional teams of faculty, community, family, and state agency representatives; 3) facilitating the development of state and individual action plans for improving the quality of community college preparation; and 4) providing technical assistance over an 18-month period in support of the action plans. The project is based on a proven systems-change model that has produced documented, long-lasting, and meaningful changes in preservice personnel preparation at individual, program, and state levels. Values of the project include building on existing resources and expertise, campus-community collaboration, and team-based, ecological approaches.

Products: The project will result in a model that will improve community college preparation of individuals serving young children with disabilities in inclusive natural environments. Other outcomes will include: 1) increased knowledge and skills of community college faculty related to using innovative instructional

approaches for infusing exceptionality and early intervention content in their instructional programs; and 2) enlarged capacity of community colleges to prepare students for instructional and supervisory roles in natural environments serving all young children with families.

Grant Number: H325N010050

Virtual Assistive Technology University

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Beginning Date: 4/01/02
Ending Date: 9/30/03

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Purpose: Virtual Assistive Technology University (VATU) will stimulate systemic change and transform the preparation of educators to integrate and use assistive technology, specialized software, Web accessibility, and universally designed curriculum with children and youth, ages 3 through 21, who have disabilities.

Method: During the three years of the project, concurrent training will be provided to more than 200,000 educators, including: 1) general education teacher educators; 2) special education teacher educators; 3) general education teachers; 4) special educators; 5) future general education teachers; and 6) future special educators. Using an innovative approach that combines concurrent training, Web-based professional development, and on-line resources, VATU will: 1) build on the combined resources of experts who are on the cutting edge of Internet-based professional development; 2) address the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 that mandate the consideration of assistive technology and assistive technology services; and 3) conduct research that investigates a model of special education personnel preparation that utilizes on-line communities, highly interactive Web-based courses, and on-line resources.

Products: VATU will use intensive electronic, print, and in-person approaches to the dissemination of training to more than 200,000 educators.

TECHNICAL ASSISTANCE AND DISSEMINATION

84.086C
Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts, Particularly Students with Severe Disabilities, as a Part of Systemic Reform

Grant Number: H086C970005

Working to Scale in Urban Schools:
The National Urban Institute for School Improvement

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Beginning Date: 10/01/97
Ending Date: 9/30/02

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Purpose: Through networking, technology, action research, information systems, professional development schools, model building, consensus, and dissemination, this project will support urban communities and families to build their capacity for sustainable, successful inclusive schools.

Method: Using special education as a galvanizing agent, the Institute will develop three centers of activity: a Research Synthesis Center, studying effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center will study the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center will study school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Products: Over the five years of the grant, the three centers of the Institute will focus on various outcomes. The Research Synthesis Center intends to incorporate theory and research findings about the inclusion of students with disabilities into systemic educational reform efforts, including efforts to improve education in multicultural environments. The Implementation Center will support the continued improvement of inclusive urban schools through assets mapping, continuous school improvement processes, and professional development schools. The Marketing, Dissemination, and Utilization Center intends to link, inform, and strengthen national networks of parents, education professionals, and advocacy groups interested in pursuing inclusion of students with disabilities as a component of systemic educational reform in urban districts.

84.326A
Linking Policy and Practice Audiences with the 1997 Amendments of IDEA

Grant Number: H326A980004

Family and Advocates Partnership for Education

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Beginning Date: 10/01/98
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Purpose: PACER Center will establish the Families and Advocates Partnership for Education as a strong partnership linking together families, advocates, and self-advocates to focus on the implementation of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997, including Part C. This partnership, representing the needs of 5.8 million children with disabilities, focuses on the target audiences of students receiving special and general education, their family members, and disability advocacy organizations. The goals of the project are: 1) to inform and provide support to families and advocates through a partnership among families and disability organizations; 2) to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing the involvement of parents and disability advocates in children's programs; and 3) to maintain effective and efficient networking, marketing, and outreach activities that ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels.

Method: To achieve the first goal, the project will link with over 1,500 advocacy organizations around the nation representing children in special education as well as those in regular education. A group of 11 core partners will be actively involved in developing a coordinated system of communication to facilitate information exchange, promote networking, leverage resources, and ensure that families and advocates across the nation have a voice in the implementation of the IDEA Amendments of 1997. To achieve the second goal, each core partner will identify strategies to reach underserved and underrepresented families and advocates to ensure that they receive appropriate and up-to-date information on best practices as well as to provide feedback to researchers. To achieve the third goal, the project will provide representation and continual input from families and advocates to the Linking Policies and Practices (LPP) Coordinating Committee. Core partners will identify additional national and community groups, including business partners, who are stakeholders in the education of children to become a part of the partnership and provide outreach to families and advocates. The 11 core partners include: 1) the National Technical Assistance Alliance for Parent Centers, which coordinates technical assistance delivery to all 78 federally funded IDEA parent and information centers, including the Community Parent Resource Centers, in the U.S. through four regional centers; 2) Federation of Families for Children's Mental Health (FFCMH), a national parent-run organization for families of children with emotional, behavioral, or mental

disorders; 3) Academy for Educational Development (AED), which operates the National Information Center for Children and Youth with Disabilities (NICHCY), the National Transition Alliance, the Federal Resource Center for Special Education, the National Institute for Work and Learning, and other projects, which reach over 80,000 parents and advocates annually; 4) the Center for Law and Education (CLE), a national advocacy organization dedicated to improving the quality of education for all children and youth, particularly those from low-income families, which operates three national projects: Title I and School Advocacy Reform Project, Vocational Education High School Reform Project, and Educational Rights for Students with Disabilities; 5) Family Voices, a grassroots national network speaking on behalf of the 12.6 million children with special health care needs in the U.S.; 6) National Down Syndrome Congress (NSDC), which has 600 parent groups in all 50 states and over 10,000 members; 7) National Council on Independent Living (NCIL), which provides information and assistance to more than 450 Centers for Independent Living in every state; 8) National Coalition for Parent Involvement in Education (NCPIE), which is a coalition of over 70 national organizations that have been working together to foster family, school, and community partnerships, and which represents the leaders in regular education and has the potential to disseminate information to 3 million people; 9) National Indian Child Welfare Association (NICWA), which assists American Indian families on reservations and throughout the country and provides information on policies and legislation, training, and technical assistance to all tribes including information regarding schools and IDEA; 10) Fiesta Educativa, which assists Latino and Spanish-speaking families in urban and rural areas; and 11) National Association for Parents of the Visually Impaired, which has members in every state.

Products: An ongoing needs assessment among the core partners will provide continual input from families and advocates. Information will be provided through the latest technology, including a partnership World Wide Web site, e-mail, yearly train-the-trainers conferences on IDEA, standardized curricula, and a toll-free information number for technical assistance to families. Core partners will provide a yearly work plan that outlines a needs assessment, communication strategies with constituents, and an outreach plan to ensure that the needs of underserved and underrepresented families and advocates are heard. Over 1 million families, advocates, and self-advocates have the potential to be reached each year. The project will identify existing databases on best practices and develop a new database on the World Wide Web, and will provide information and linkages for research projects. A team of experts will provide technical assistance for a broad-based media and marketing campaign to promote public awareness of the 1997 IDEA Amendments and improved outcomes for children.

Grant Number: H326A980005

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: IDEA Local Implementation by Local Administrators (ILIAD) Partnership

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of the ILIAD is three-fold: 1) to provide accurate information related to the successful administration of IDEA '97 to every school/early intervention site in the U.S.; 2) to assure responsive systems are in place for facilitating implementation of IDEA '97; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities. The eight goals of this project are the following: 1) increase the

knowledge of local administrators (primarily principals, local directors of special education and pupil personnel, early childhood coordinators, superintendents, and curriculum supervisors) about the range of options for meeting the legal requirements of IDEA 97 Amendments and regulations through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts (reaching at least 100,000 administrators); 2) establish a technical assistance/materials development and evaluation process, creating high quality products, explanations of legal requirements, and strategies for enhancing site-based management of IDEA in at least 7,000 school districts; 3) accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; 4) provide guidance to administrators in at least 4,000 districts concerning school-wide models for implementing IDEA, including recommendations for positive behavioral supports, accommodations, fully supported inclusion, due process procedures, assessment, assistive technology, accessing the general education curriculum, collaboration among general and special educators, interagency fiscal coordination, enhanced family involvement, and other areas; 5) prepare state and local representatives and establish rapid-response systems (including World Wide Web site information and discussion groups, and ultimately at least 6 regional cadres of cross-disciplinary trainers); 6) promote site-based IDEA leadership models with effective administrator/staff leadership, professional development activities, and collaboration among principals and Directors of Special Education and general and special educators in at least 4,000 school districts; 7) develop an IDEA Administrator's Resource Network of at least 100 administrators to match needs with leaders and emerging experts; and 8) assure that models and mechanisms are in place for continual improvement and ongoing support.

Method: The Council for Exceptional Children (CEC), the Council for Administrators in Special Education (CASE), the National Association of Secondary School Principals (NASSP), the Urban Special Education Learning Collaborative (USELC), the National Alliance of Black School Educators (NABSE), the American Association of School Administrators (AASA), and the Council of Great City Schools (CGCS) will work cooperatively with other associations to address the needs of their members and other administrators regarding the implementation of the IDEA Amendments of 1997. Through this partnership, and the relationship with the other Linking Policy and Practices (LPP) Partnerships and the LPP Coordinating Committee, the project will provide local administrators with the knowledge and skills they need to guide implementation of the changes that IDEA '97 requires. The Linking Policy and Practices Coordinating Committee (LPPCC) will: 1) provide technical assistance and develop materials to assure clarity, practicality, accuracy, consistency of messages, and efficient use of resources across the partnerships; 2) provide partnerships with timely information, including information on pertinent research; 3) implement an expert review process reviewing materials for technical accuracy, practicality, and clarity; 4) implement a joint marketing, training, outreach, and dissemination plan; and 5) conduct a communications campaign highlighting the implementation of research-based practices to increases public awareness of effectiveness and outcomes of those practices. To implement the ILIAD, primary and associate partners will form an affiliation of fluid, cross-functional teams to enhance project decision making, problem solving, and resource development. The project goals will be operationalized in the following phases: Phase 1: Developing & Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality & Program Improvement; and Phase 4: Establishing Models for Continual Support and Improvement.

Products: By the year 2003, the project will result in: 1) students with better access to the general education curriculum, 2) special education teachers and other service providers collaborating in an educational environment that is supportive of their needs for both professional development activities and for timely information disseminated in multiple formats, and 3) administrators with information, strategies, and supports to assist them in their roles in implementing IDEA '97. The project includes four major components supporting local administrators' roles in implementing IDEA '97: 1) materials development and information dissemination, 2) the creation of rapid-response systems using cross-association networks through collaboration with six implementation sites, 3) use of multiple electronic linkages, and 4) leadership and capacity development within school districts. The project will provide multimedia materials to every elementary, middle, and secondary school and a substantial

number of early intervention programs in the U.S., and create a critical mass of school districts that are implementing effective, research-based instructional practices. Technical assistance will be provided to individual schools and school districts through a mechanism which allows for site-based management and control: regional cadres of cross-disciplinary trainers will provide technical assistance through satellite broadcasts, World Wide Web site discussion groups, videotape vignettes, on-site consultations, and state, local, and national presentations, with at least one event each quarter throughout years 1-5. It is anticipated that for each project year, one multi-media package, one trifold brochure, and five to eight medium-sized (10-15 page) documents or equivalent will be produced.

Grant Number: H326A980006

Linking Policy and Practices Audiences with the 1997 Amendments of IDEA: Associations of Service Providers Implementing IDEA Reforms in Education (ASPIIRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The vision of ASPIIRE is three-fold: 1) to provide accurate information regarding IDEA 1997 to every school/early intervention site in the United States; 2) to assure that responsive systems are in place for facilitating implementation of IDEA; and 3) over the course of the five-year project, to develop a critical mass of school leadership sites implementing effective IDEA and instructional practices for young children and students with disabilities.

Method: The Council for Exceptional Children (CEC), the National Education Association (NEA), the American Federation of Teachers (AFT), the American Occupational Therapy Association (AOTA), the National Association of Educators of Young Children (NAEYC), the CEC Division for Early Childhood (DEC), the National Association of School Psychologists (NASP), the American Speech-Language-Hearing Association (ASHA), and the American Vocation Association (AVA) will work with other national associations to facilitate the implementation of IDEA and effective instructional practices for young children and youth with disabilities. To implement ASPIIRE, primary and associate partners, building upon their existing resources and established networks, will form an affiliation of fluid, cross-functional teams to enhance project decision-making, problem solving, and resource development. ASPIIRE's goals will be operationalized in the following phases: Phase 1: Developing and Disseminating IDEA Information and Resources; Phase 2: Implementing Responsive Systems; Phase 3: Cultivating Emerging Leadership/Quality and Program Improvement; and Phase 4: Establishing ASPIIRE Models for Continual Support and Improvement. The project will collaborate with other Linking Policies and Practices (LPP) Partnerships and the LPP Coordinating Committee to enhance outreach and widespread dissemination to the 3 million educators and related service professionals throughout the U.S.

Products: By the year 2003, students will have better access to the general education curriculum, and special education teachers and other service providers will collaborate in an educational environment that is supportive of their needs for professional development activities and for timely information disseminated in multiple formats.

Grant Number: H326A000001

The Policymaker Partnership

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Beginning Date: 10/01/00
Ending Date: 9/30/03

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Purpose: The goal of this project is to enhance the capacity of policy makers to act as informed change agents in improving educational results for children with disabilities. The National Association of State Directors of Special Education (NASDSE) will continue the Policymaker Partnership for Implementing IDEA '97, a project that links policymakers as partners working together to contribute to the successful implementation of the IDEA 1997 Amendments, thereby improving educational results for children with disabilities. The project will continue to conduct the four strategic objectives: 1) to develop and implement collaborative processes for the operation of the Partnership Coordinating Committee (PCC) and the Policymakers' Partnership (PMP) that will sustain all partnerships beyond the term of the project; 2) to engage, with other Partnership Coordinating Committee (PCC) members, in a communication/marketing/media campaign that demonstrates positive educational results for children with disabilities based on research and best practices; 3) to develop cross-partner exploration of IDEA issues, capture the interchange in policy-relevant products, disseminate essential implementation information based on research, and meet the identified needs of PMP constituent groups; and 4) to develop and sustain information, technical assistance, and support networks within and across partnerships, including primary partners, supporting partners, linking partners, OSEP, the other IDEA Partnerships, and consumers.

Method: This partnership is operating among associations and other entities so that they can contribute to the successful implementation of IDEA, including Part C. The Policymaker Partnership provides represented constituency groups with research-based information, support, and technical assistance that will assist in: 1) reviewing and revising policies addressing the education of students with disabilities to align them with goals of IDEA '97; 2) developing systems change strategies for implementing IDEA '97 in the context of general education reform; and 3) administering and managing systems change for implementation of IDEA '97 over time in the context of general education reform. The PMP works within and across the other three partnership audiences along with the Coordinating Committee in order to comprehensively assist and support all partnerships. The primary audiences for the Policymaker Partnership are governors, general/special education policymakers, curriculum developers, mental health agencies, university administrators, and faculty who enact legislation, promulgate rules, and/or oversee the implementation of special education and related services to infants, children, and youth with disabilities within school and early intervention programs.

Products: A policy partnership that focuses on the information and technical assistance needs of these key groups will improve implementation of IDEA '97 by focusing policymakers on the impact of policy decisions on students with disabilities. The work of the primary, supporting, and linking partners is pursued through cross-partner communication including, meetings, retreats, electronic communication and response channels, private World Wide Web site links, and monthly print updates.

84.326D
Center on Dispute Resolution

Grant Number: H326D980002

Consortium for Appropriate Dispute Resolution in Special Education (CADRE)

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project, the Consortium for Appropriate Dispute Resolution in Special Education (CADRE), will provide information, training, and technical assistance (TA) to states, schools, parents, and teachers to enable them to resolve disputes through more expedient and less confrontational means, including mediation.

Method: CADRE is composed of leading individuals and organizations in the field whose expertise and experience will be used to provide efficient, effective, and high quality TA to diverse stakeholders. Extensive use of electronic technology, including Internet and World Wide Web-based services, will reach clientele with high quality information and TA. Regional training, telephone information services, conference presentations, and dissemination of print documents will provide services to those who do not have Internet access.

Products: CADRE's TA will increase awareness about the use of a range of alternative dispute resolution procedures to motivate parents, schools, and states to use appropriate resolution procedures to identify and resolve differences. The project will work to stimulate and support state and local efforts to resolve differences as early and as effectively as possible. TA delivery will be built around the needs of states, local systems, and individuals and will involve these stakeholders in the planning, development, implementation, and improvement of project activities, products, and services.

84.326F
State and Federal Policy Forum for Program Improvement

Grant Number: H326F000001

FORUM 2000

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: FORUM 2000 will address the priority of the State and Federal Policy Forum for Program Improvement to: 1) facilitate communication between the U.S. Department of Education and state and local administrators of the Individuals with Disabilities Education Act (IDEA), and 2) synthesize national program information that will improve the management, administration, delivery, and effectiveness of programs and services provided under IDEA.

Method: The following seven activities will be addressed in each of the five project years: 1) identify national and state program improvement information that is needed to obtain better results for infants, toddlers, and children with disabilities receiving educational and early intervention services; 2) maintain a database of laws, policies, and regulations that govern special education within the states and non-state jurisdictions; 3) compile three research or policy syntheses on issues identified through Activity 1; 4) write two synthesis briefs (less than 10 pages) on issues identified through Activity 1; 5) convene two policy forums and write a proceedings document for each on topics identified through Activity 1; 6) conduct twelve "Quick-Turn-Around" activities to address, in a timely manner, issues identified through Activity 1; and 7) disseminate information developed through Activities 2-6 to a wide audience, using a variety of vehicles and formats. A diverse group of stakeholders will participate in the policy forums, review the research/policy syntheses, and evaluate FORUM 2000 activities.

Products: In addition to printed proceedings documents, analyses, and syntheses, the project will develop audiotapes and electronic versions of materials. Information will also be available on NASDSE's World Wide Web site (www.nasdse.org). Other format requests will be accommodated (e.g. large print, Braille).

84.326G
Center on Achieving Results in Education for Students with Disabilities

Grant Number: H326G000001

Center on Achieving Results in Education for Students with Disabilities

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Beginning Date: 10/01/00
Ending Date: 9/30/05

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Purpose: The National Center on Educational Outcomes (NCEO) and its collaborators, the National Association of State Directors of Special Education (NASDSE) and the Council of Chief State School Officers (CCSSO), will build on their existing networks to establish the Center on Achieving Results in Education for Students with Disabilities. The Center will provide national leadership for state and local efforts to implement the provisions in IDEA 97, and to ensure that students with disabilities have access to the general curriculum and benefit from accountability and standards-based reforms.

Method: The Center will engage in research activities directed toward achieving better understanding of current issues in the field, identifying policies and practices that ensure all students benefit from state and local assessment and accountability efforts, and sharing this information with those whose work has an effect on policy and practice as well as those who are affected by it. Specifically, these research activities include: 1) conducting an annual survey of states to determine their current status in implementing the assessment and accountability provision of IDEA; 2) conducting an annual review of state reports and assessments data to track the participation and performance levels of students with disabilities in large-scale assessments; 3) synthesizing research on relevant topics such as assessment accommodations, alternate assessments, data analysis and reporting, and other related areas; and 4) conducting, collaborating in, or commissioning focused research studies on topics related to assessment and accountability. The Center will also engage in technical assistance and dissemination activities that meet diverse needs through direct support and by enhancing the capacity of its technical assistance and dissemination partners, so that lessons learned from careful research can be translated into practice at all levels, and improve student results. The Center's collaboration and other leadership activities will build on NCEO's already wide and productive network to ensure the sustainability and strength of individuals and organizations addressing many of the complex second-generation issues surrounding the participation of students with disabilities in assessment and accountability systems.

Products: The project will develop and disseminate reports in print and on the World Wide Web and tailor materials to a wide variety of audiences. The following products will be developed and updated: a World Wide Web site, presentations, and surveys on-line. Other products available will include: links within specific topics; a searchable database on accommodations research; and special interest materials for students, families, and teachers.

84.326N
National Information Center for Children and Youth with Disabilities

Grant Number: H326N980002

National Information Center for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: This project operates the National Information Center for Children with Disabilities (NICHCY) to improve early intervention results for infants and toddlers and educational and transitional results for children and youth with disabilities.

Method: The project framework is designed to support state and local entities to build their capacity to improve services and results for all children with disabilities and their families; to strengthen individual, organizational, and community capacity to enhance systemic change in education to improve results for all children with disabilities and their families; and to incorporate innovations of research, technology, and practices to increase NICHCY's impact in the 21st century. The project design is grounded in close communication with and feedback from the individuals and organizations that use the center, and on continual monitoring and evaluation of the operations.

Products: NICHCY will provide information services, develop publications, conduct outreach activities, and coordinate clearinghouse activities with the work of other agencies in order to develop and implement a process for ensuring accuracy of materials on IDEA and the many other issues associated with disabilities.

84.326P
National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

Grant Number: H326P980002

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The National Clearinghouse on Professions in Special Education (NCPSE) will gather, organize, and disseminate information to address national needs and demands for knowledge regarding recruitment, professional standards, personnel preparation, professional development, and retention of personnel for the field of special education. The Clearinghouse's mission is to enhance national capacity and heighten its impact by implementing targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse education professionals and paraprofessionals, including early intervention personnel, special educators, and related services providers.

Method: To strengthen the nation's overall capacity, the Clearinghouse will focus on the following four activities: 1) conduct customized comprehensive outreach and targeted recruitment campaigns to increase the number of qualified, diverse individuals entering special education, related services, and early intervention professions; 2) lead and support national initiatives and partnerships to achieve high quality professional development of general and special education teachers, paraprofessionals, early intervention, and related services personnel; 3) enrich the quality and usefulness of Clearinghouse databases, information, and services as the foundation for promoting and retaining an adequate supply of qualified professionals and paraprofessionals who serve children with disabilities; and 4) ensure that Clearinghouse management, operations, products, and services impact pressing needs, current issues, and emerging trends. The Clearinghouse will respond to the information needs of its constituents by targeted marketing, information gathering and dissemination, and networking with a wide array of strategic partners. With their partners, the Clearinghouse will collect crucial data and analyze labor market patterns to address critical personnel capacity/demand issues at the state and national levels.

Products: The following NCPSE products will be developed and disseminated: career flyers, Topical Working Papers, "NCPSENews," "NCPSEEXTRAS, and 50 state profiles. In addition, a Quicktime Movies series called "Exploring Exceptional Careers in Education" will be developed, aimed at high school and college guidance counselors and partner organizations working with nontraditional applicants such as military personnel, newly

arrived citizens, and college career reentry programs. Other multimedia available will include two public service announcements, establishment of a new independent Website, and 10 articles for partners' promotions via newsletters and the World Wide Web. The Clearinghouse provides materials in all media formats including accessible Web pages, braille products, large print materials, and audio products. Major publications will be translated into other languages, beginning with Spanish, Vietnamese, and Japanese. The majority of Clearinghouse products are available and downloadable by requesters from the Website, and the project's databases will be self-searchable with user friendly, menu-driven "wizards. The Clearinghouse will provide online discussion groups, user searchable databases, and listservs for general users and for the operations of the National Advisory Committee and the fluid National Advisory Work Teams. In cooperation with partners, at least 20 conference presentations will be given. In addition, Clearinghouse staff will produce customized responses to information requests, for career seekers who want informational brochures, personnel administrators who search for employees, state departments who need facts and figures, individuals with disabilities who want career opportunities, the Office of Special Education Programs which needs reports from states, national organizations that want information on certification and standards, and professionals who want access to electronic databases.

84.326R
Regional Resource Centers

Grant Number: H326R980003

Mid-South Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Kentucky will provide Regional Resource Center services to Region 2, which includes Delaware, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, and the District of Columbia. The Center will link best practices related to IDEA to states, school systems, and families in order to improve results for infants, toddlers, and children with disabilities. Activities of the Resource Center will ensure that technical assistance and information are coordinated and are available to parents, teachers, administrators, early intervention personnel, related services personnel, and transition personnel in order to improve practices.

Method: The Region 2 Resource Center will use its experience in providing technical assistance to the region as a springboard to focus on the components of IDEA within the context of systemic change and to link its work with that of other technical assistance (TA) providers. To accomplish its goals, the Center will use four key strategies: infusing IDEA concepts as a part of systemic change; implementation of an effective results-based TA process; direct effects on local programs; and extensive stakeholder involvement.

Products: The Center will: increase the depth, utility, relevance, and ease of access of information on practices, policies, and programs needed by state partners to make systemic changes; provide benefits to states, local education agencies, and other participants in state improvement grants partnerships that are pursuing systemic changes through a coordinated technical assistance framework; increase communication and information exchange among states and state partners planning, implementing, and evaluating systemic educational reform; increase the extent to which state improvement plans in the region are effectively planned, implemented, and evaluated and lead to improved results for students with disabilities and their families; increase the extent to which states in Region 2 are in compliance with IDEA requirements; and ensure proper, effective, and efficient project management, administration, and evaluation.

Grant Number: H326R980005

Great Lakes Area Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The Great Lakes Area Regional Resource Center (GLARRC) will continue to serve as the Regional Resource Center (RRC) for Region 4, which comprises Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Pennsylvania. GLARRC staff will use its understanding and productive working relationship with states and their partners and its technical assistance capabilities to work toward a systems change process to help achieve the results-based outcomes required by IDEA.

Method: GLARRC will address the technical assistance needs of state education agencies and their partners related to the development and implementation of state program improvement grant (SIGs) plans for children with disabilities. It will increase the depth and utility of information on priority needs as identified by states, local education agencies, and participants in SIG partnerships in the process of making systemic changes, and it will identify productive partnerships with other Department of Education general and special education technical assistance providers at all levels and link them with state education agencies to promote information exchange and with programs that address special needs related to school-based reform. The Center will also assist states in developing and implementing strategies to comply with IDEA requirements. GLARRC will design and implement its systems change strategies to ensure broad-based participation by stakeholders through state-specific areas of priority needs. The Resource Center will use these strategies and a team-based approach to provide more effective technical assistance.

Products: GLARRC will work with its networks to effectively disseminate information to states and their partners. The Center will hold Research, Policy, and Practices Forums as a learning and sharing strategy for systems change that supports data-based decision making, dissemination of innovative techniques, and development of value changes. A major characteristic of these forums will be extensive exploration and action planning at a regional level, with follow-up planning and implementation at state and local levels.

Grant Number: H326R980006

Western Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: The University of Oregon will operate the Western Regional Resource Center (WRRC), serving Alaska, California, Hawaii, Idaho, Nevada, Oregon, and Washington, as well as American Samoa, Guam, the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. It will address the technical assistance needs identified by state and local educational agencies and their partners in these areas. It will be responsive to state needs in developing and implementing state improvement plans and in helping them comply with IDEA.

Method: The WRRC will work collaboratively within states, as well as regionally and nationally, with a wide array of organizations to provide technical assistance. These collaborations will bring educational expertise and varied perspectives to the center's resources. Broadened partnerships will help expand each state's capacity to achieve outcomes such as full access to general education curriculum for students with disabilities, instructionally relevant assessment and accountability systems for all students, improved results for all children and their families, and effective integration of special education services with other school improvement efforts.

Products: The WRRC's improved technical assistance capabilities will give it an increased capacity to deliver personalized technical assistance and in-depth information on issues relating to educational practices, state policy, and program development. It will link state education agencies and their partners with others who have similar needs or issues, and allow them to share innovative ideas and program strengths. Assistance will be provided on-site, in multi-state meetings, and through distance delivery methods.

Grant Number: H326R980007

Southeast Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: This project establishes a Regional Resource Center for Region 3 (R3RRC), which encompasses Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, Oklahoma, Texas, Puerto Rico, and the U.S. Virgin Islands. Proposed strategies for the Center include needs assessment; technical assistance; product development; and a Total Quality Management system for all product development, information dissemination, and evaluation activities.

Method: The R3RRC will meet the needs of poverty-stricken and other children with disabilities within the region by means of a computerized information sharing system linked with the network of Federal Resource Centers. This system, combined with a direct, personal, "hands-on" approach, will establish linkages among states, local educational agencies, and participants in State Improvement Grant partnerships with service providers.

Products: This project will improve the information base within the R3RRC by establishing a collaborative network for information collection and dissemination among all linked agencies. States will have an expanded information base that responds to individual state priorities. SEAs will be able to obtain and use information, thus increasing their capacity to improve practices, policies, and programs needed for efficiently providing services to students with disabilities. Through improved service delivery, including professional development, technical assistance, and dissemination of best practices, the Center will promote programs that will improve the educational results of children with disabilities. The Center's information and exchange system will enable

states to identify and respond to problems relating to compliance with IDEA requirements, and it will assist states in establishing performance goals and indicators under IDEA.

Grant Number: H326R980009

Mountain Plains Regional Resource Center

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Beginning Date: 10/01/98
Ending Date: 5/31/03

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Purpose: Utah State University will continue to operate and improve the Mountain Plains Regional Resource Center (MPRRC) to serve Region 5, comprising Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming, as well as Bureau of Indian Affairs schools in 23 states. The overall goal of the Center is to create lasting systems change through such processes as state improvement grants, state implementation plans, partnerships, and quality technical assistance and information dissemination. The Resource Center will work to link state and local education agencies and their partners.

Method: The MPRRC has been involving relevant stakeholders in a partnership arrangement, including state and local education agencies and their partners, to promote systems change. It has also been instrumental in developing and facilitating monitoring activities, including teleconferences, assisting state and local agencies in developing monitoring systems, and conducting various training activities. To facilitate its work, the MPRRC has developed a network of state education agency staff throughout the region to deal with critical issues in special education.

Products: The MPRRC will work to increase the depth and utility of information in on-going and emerging areas of priority needs identified by local and state education agencies that are in the process of making systemic changes, promoting those changes through a multi-state or regional framework. It will provide technical assistance to state and local education agencies and participants in state improvement grant partnerships and promote communication and information exchange among these groups based on the needs, concerns, emerging issues, and trends identified by the agencies and partnerships. It will also assist states in developing and implementing strategies that comply with IDEA requirements.

Grant Number: H326R000001

Northeast Regional Resource Center

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Beginning Date: 6/01/00
Ending Date: 5/31/03

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Purpose: This project will demonstrate how the Northeast Regional Resource Center (NERRC) can assist the northeastern states to make systemic changes in structure, programs, and outcomes that will lead to a unified system of education for all students.

Method: The project will conduct state-level policy analysis and facilitate changes that will eliminate barriers to systemic reform and lead to improved results. It will establish a multi-state, regional framework to help states plan, implement, and evaluate systemic change, and it will build state capacity to improve early intervention, educational opportunities, transitional services, and results for children with disabilities and their families. NERRC will work in a three-way collaborative with COMPASS, Inc. and the Center for Disabilities and Community Inclusion (the University Affiliated Program at the University of Vermont) to bring together technical assistance, technology, research, development, and training capabilities of the University Affiliated Program and the specialized urban issues perspective of COMPASS, Inc. NERRC will also work with local education agencies, local schools, the state education agency and other state agencies, and stakeholders to ensure that special education is an integral component of the state and local reform agenda.

Products: NERRC's efforts will ultimately improve services and results for children with disabilities.

84.326S
Center for Positive Behavioral Interventions and Support

Grant Number: H326S980003

Center on Positive Behavioral Interventions and Support

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Beginning Date: 10/01/98
Ending Date: 9/30/03

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Purpose: The goal of the Center on Positive Behavioral Interventions and Support (CPBIS) is to increase "the capacity of schools, families, and communities to support and educate children and youth with significant problem behaviors" by 1) increasing both awareness and knowledge of positive behavioral interventions and support as part of these systems and 2) emphasizing the features of a comprehensive systems approach to sustaining these interventions and supports.

Method: The CPBIS will be directed from the University of Oregon in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The Center will establish and use a comprehensive network of expert collaborators who will help to select the content and formats for the dissemination of positive behavioral interventions and support. In an effort to increase the efficiency and effectiveness in which schools educate students with severe problem behavior within the context of public school settings, a school-wide approach must be considered. The CPBIS approach focuses on the development and maintenance of whole systems (practices, structures, and policies) that 1) enable school staff to sustain the adoption of research-validated practices; 2) foster positive teaching and learning environments in schools for all students and staff; 3) integrated school-wide, classroom, non-classroom, and individual student subsystems; and 4) efficiently and effectively support students with severe emotional and behavioral disorders. The six CPBIS objectives and activities include the following: 1) Evaluate the state of policy and practice regarding school-wide positive behavioral interventions and supports; 2) Establish a coordinated effort of researchers, educators, families, policy makers, and community service providers, (e.g., mental health, developmental disabilities, rehabilitation, and juvenile justice), who will serve as resources to schools in designing school-wide positive behavior support programs; 3) Provide for regular information exchanges between researchers and practitioners, including family members, who conduct exemplary behavioral intervention and support programs and educators who seek to design and implement effective school-wide programs; 4) Collaborate with the National Information Center for Children and Youth with Disabilities to develop and disseminate information on positive behavioral interventions and supports; 5) Organize, synthesize, and report information to teachers, parents, administrators, policy makers, community service personnel, and other interested parties advances in research, policy, and practice on positive behavioral interventions and supports; and 6)

Develop a blueprint for providing further technical assistance to local education agencies and state education agencies, which includes validated alternative designs of effective school-wide positive behavioral intervention and support programs and validated alternative approaches to delivering technical assistance in their implementation.

Products: The outcomes of this five year effort will be: 1) an awareness in all State Education Agencies of the features, importance, procedures, and systems requirements of positive behavioral interventions and supports; 2) a resource network of systems requirements of positive behavioral interventions and supports; 3) an information development and dissemination network that maximizes use of current information and dissemination centers and organizations; 4) a collection of State and Local Education Agencies exemplars (statutes, policies, procedures, etc.) that embody effective and efficient implementation of positive behavioral interventions and supports; and 5) a comprehensive, research validated collection of preferred and promising practices which will be distributed in a variety of forms (e.g. electronic newsletters, CD-ROM modules, inservice curriculum modules).

84.326T
National Technical Assistance Project for Infants, Toddlers, and Children Who Are Deaf-Blind

Grant Number: H326T010001

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

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Beginning Date: 10/01/01
Ending Date: 9/30/06

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Purpose: The major goals of the National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC) project are two-fold. The first goal is to increase the capacity of States, local education agencies, early intervention programs, and other agencies to improve policies and practices that will result in appropriate assessment, planning, placement, and services for children/youth who are deaf-blind (birth to young adulthood). The second goal is to increase the capacity of state projects as well as state and local agencies to utilize research-based practices and to increase the implementation of IDEA in order to improve outcomes for children and youth who are deaf-blind.

Method: The consortium combines the resources and expertise of two national agencies, the Teaching Research Division of Western Oregon University (Monmouth, Oregon) and the Helen Keller National Center (Sands Point, New York). The NTAC project will provide a national effort of technical assistance, training, and information to multiple recipients including families, individuals who are deaf-blind (consumers), state projects for deaf-blind services, state education agencies, Part C lead agencies, and other state agencies. Activities will include: 1) implement and maintain a state-level and national-level needs assessment, in order to determine the array, type, and intensity of technical assistance needed; 2) assist states in improving collaboration, policy development, services, and practices by providing a tiered array of technical assistance and training activities, with an emphasis in facilitating capacity building and systemic change initiatives, that result in positive child/youth outcomes; 3) assist families and children/youth to increase their capacity for building relationships, knowledge, and skills in advocacy, empowerment, effective practices, and services by providing an array of technical assistance and training activities; 4) assist personnel preparation training programs to work collaboratively to increase the number of teachers and paraprofessionals who are providing services and implementing effective practices; and 5) collaborate with the U.S. Office of Special Education and Rehabilitative Services, other federal technical assistance projects, and state agencies in improving practices and services for early intervention, special education, related services, and transitional services by facilitating local, regional, and state systemic change initiatives to include children/youth who are deaf/blind.

Products: The project will develop and evaluate technical assistance, training materials, and products addressing research-based effective practices using traditional and distance education strategies. The project also will disseminate information, technical assistance, and training materials and products to a variety of audiences and individuals. The project will result in: 1) increased capacities for state projects for deaf-blind services, state/local agencies, and service providers to improve services and practices; 2) increased capacities for families, advocates, and individuals who are deaf-blind to access services; 3) increased use of strategies in systems change initiatives to include children/youth who are deaf-blind; and 4) improved outcomes for children/youth who are deaf-blind.

84.326U
Deaf Blind Clearinghouse

Grant Number: H326U990001

DB-LINK

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Beginning Date: 10/01/99
Ending Date: 9/30/04

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Purpose: This project will contribute to increased knowledge and understanding of educational problems, issues, and effective strategies by promoting system change or improvement and building local capacity to provide, improve, and expand services that address the needs of deaf-blind children.

Method: DB-LINK's activities (identifying information, responding to inquiries, and disseminating materials) increase awareness and understanding of deaf-blindness by ensuring that IDEA '97-supportive information generated by researchers, practitioners, and educational specialists makes its way to personnel preparation programs, classroom teachers, and 'grass roots' service providers. DB-LINK's work occurs at national, state, and local levels. Its link to the non-deaf-blind world is demonstrated through the numerous responses to requests from service providers having their first contact with deaf-blindness, through its role as sole representative of deaf-blindness among OSEP clearinghouses, through its high profile at national meetings and conferences, through its collaborative publications with other entities, and through its regular participation in the OSEP Leadership Conference and Annual Technical Assistance and Dissemination Conference. Interfaces with agencies and individuals in such fields as health care, law, psychology, technology, recreational services, personnel preparation programs, and higher education form the basis for its concerted effort to extend national awareness of deaf-blindness.

Products: Database-generated products will be developed to meet the needs of individual requesters, produce information for publications, and produce profiled (consumer-tailored) information for use in training and identifying state resources. The DB-LINK World Wide Web site provides Internet access to all the project's resources.

84.326X
IDEA General Supervision Enhancement Grants

Grant Number: H326X010002

New Jersey's IDEA Data Management and Enhancement Project

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The New Jersey Department of Education, Division of Student Services, Office of Special Education Programs (NJOSEP) will enhance its data management systems as part of the continuous improvement monitoring process (CIMP).

Method: The project will focus on: 1) developing and implementing a data management system that efficiently yields and organizes information relevant to the effectiveness of NJOSEP's and the New Jersey Department of Health and Senior Services' (NJDHSS) monitoring and oversight activities; 2) developing coordinated data management systems that yield and organize information regarding the effectiveness of the process for transitioning children with disabilities from early intervention services (Part C) to early childhood programs (Part B); and 3) enhancing data collection activities by identifying early intervention, special education, and related service "quality indicators" that can used to assess and improve state and local practices. Collected data will be analyzed to determine gaps in services to children and families and identify areas in need of improvement.

Products: These project activities will increase NJOSEP's, NJDHHS' and stakeholders' ability to evaluate the impact of early intervention and special education services on the achievement of positive outcomes for children and youth with disabilities. In addition, the project will provide information relevant to determinations of systemic change and improvement.

Grant Number: H326X010004

Connecticut IDEA — General Supervision Grant

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will develop a statewide credentialing and examination system for personnel working in Connecticut's birth-to-three system and a supervisor's institute to better train staff who supervise and support direct-line staff in that system. The project will also focus on secondary transition, including the development of a statewide Transition Program Needs Assessment.

Method: The project will design, implement, and evaluate a data system that will incorporate new data elements and merge aspects of two previously developed systems; it will analyze parental perceptions and satisfaction with their child's transition between parts of the system; and it will develop a data collection system that identifies the individuals who have participated in the transition. Other project objectives will focus on secondary transition and will include development of a baseline study of students who have exited special education and a Transition Program Needs Assessment to determine the current status of transition service provision and the need for future training, technical assistance, and program development.

Products: The project will allow Connecticut to continue to design data systems and programs that require intensive up-front resources. The credentialing and examination system developed by this project is intended to become an integral component of the state's birth-to-three system and the Comprehensive System of Personnel Development. The system will be easily replicable and available to any state interested in developing this model. The development and design of the secondary transition follow-up study and the Transition Program Needs Assessment will allow these data systems to be integrated into special education and pupil services. The project will also develop web-based training opportunities to increase access to transition training and information for parents and professionals of children transitioning from different programs. Two student guides will be developed to increase students' knowledge of their rights under IDEA, to articulate their learning strengths and weaknesses, and to enhance their participation in the planning and placement team process.

Grant Number: H326X010008

Nebraska Enhancement of the Process for Conducting a Self-Assessment

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will support the enhancement of a process for statewide self-assessment of the provisions of early intervention, special education, and related services associated with the Continuous Improvement Monitoring Process (CIMP) for Parts B and C of IDEA. The project will advance Nebraska State Board of Education goals to implement statewide assessment and reporting systems and to improve communication and relationships with policy partners at the local, state, and federal levels. It is the intent of this project to develop an outline for a system that will be put in place through the regular activities of the Nebraska Department of Education (NDE) after project funding. This system will be aligned with Nebraska's School-Based, Teacher-Led Assessment and Reporting System (STARS) and Strategic School Improvement Process (SSIP) data systems. The project will be a joint effort between NDE programs/offices and the Nebraska State Department of Health and Human Services (HHS, co-lead agency for Part C of IDEA).

Method: The project will address the following areas: 1) establish processes to operate the CIMP Steering Committee; 2) identify and obtain data needed to evaluate the provision of early intervention, special education, and related services; 3) identify and construct methods to determine data validity and reliability; 4) identify and use valid and reliable techniques to collect data from stakeholders; and 5) identify and use reliable data analysis

techniques. The immediate result of the project will be to identify and use a decision-making process based on data analysis that results in valid conclusions regarding areas in compliance in need of improvement and areas of strength. These goals will be accomplished through a research-based model of systems change objectives and activities. The project has the following objectives: 1) prepare for and convene the CIMP Steering Committee; 2) review current in-state data/information sources; 3) convene the Steering Committee to examine areas where data do not exist and recommend data to be collected and methods of collection; 4) convene the Steering Committee to review data collection plan and instruments developed from data mapping and consolidation efforts; and 5) evaluate project outcomes.

Products: The project will provide training sessions on data analysis techniques to NDE and HHS staff and develop training materials on data collection and reporting for local education agencies.

Grant Number: H326X010009

Puerto Rico Department of Health and Department of Education System Information Partnership

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project is a partnership between the Departments of Health and Education in Puerto Rico to provide an infrastructure to collect sufficient data on transition, to determine the impact of special education and early intervention services, and to reduce disparities in system information data collection.

Method: The project will provide linkages for inter-operating between Part C and Part B schemas, from one-to-many, many-to-one, and many-to-many. These linkages will generate a dynamically based system on the user's chosen set of attributes, a system that will be used to perform query operations across schemas. The comprehensive information system will be available for service providers and participation by primary referral sources.

Products: The project will foster an interagency partnership that will enhance the mutually agreeable goal of linking Part C and Part B and bring a cost-effective and cohesive information system that addresses early intervention transition to preschool for children with special needs and their families.

Grant Number: H326X010010

Assessing, Measuring, and Improving Student and System Performance

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will accomplish the following objectives: 1) provide training and implementation support for the Beginning Reading Model in 10 new Alabama districts identifying reading as a CIMP improvement need; 2) facilitate meetings and work of the Part C Statewide Steering Committee by carrying out 12 focus group meetings, and obtaining and using birth-to-three needs data; and 3) bring online an additional 30 local school systems that will use the interim database for self-assessment CIMP activities.

Products: The Part B efforts will capitalize upon and replicate beginning reading successes obtained in four demonstration programs. This will disseminate an effective early intervention program for students at risk. Enabling Part C to perform needed CIMP administrative tasks will help overcome the 11.15% proration experienced by the Alabama Rehabilitation Services Agency. The Part B enhancement will provide the resources needed to bring online districts that are experiencing a 6.2% proration and have insufficient resources to buy Internet access. The use of resources by this project will substantially enhance and advance the CIMP process.

Grant Number: H326X010012

General Supervision Enhancement Systems in the District of Columbia

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project, a collaborative effort among several agencies, will provide planning, technical assistance, data collection, and evaluation services to establish a process which will prepare the State Advisory Panel on Special Education for the District of Columbia to undertake responsibility for the implementation of the program improvement plan, based on the Kahn Logic Model, and to develop an evaluation and monitoring system to be used by the advisory panel and in collaboration and coordination with the interagency coordinating council to monitor adherence to the plan and to evaluate the results.

Method: Coordination between the project advisory panel and the interagency coordinating council will address improvement monitoring issues and non-compliance in the improvement planning process and the Child Find infrastructure. The project will focus on systemic change using research-based effective practices in turn focused on results for infants and toddlers with developmental delays as well as children and youth with disabilities and their families.

Products: The project will create an infrastructure to continue monitoring, evaluating, and amending the improvement plan after the secession of the grant. These services are designed to create the technical assistance and training infrastructure necessary to impact systemic solutions to challenges and noncompliances identified as an element of the continuous improvement monitoring process.

Grant Number: H326X010015

Supporting Success in the Last Frontier: Strategies for Enhancing Alaska's Continuous Improvement Monitoring Process

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The Supporting Success project will strengthen Alaska's Continuous Improvement Monitoring Process (AK CIMP) to effectively measure the success with which early intervention, special education, and related services are being provided to children with disabilities and their families; determine areas of needed improvement; and create improvement strategies. Its ultimate purpose is improved outcomes for children with disabilities ages birth thru 21 and their families.

Method: The project is being jointly administered by the Alaska Department of Education & Early Development (EED) and the Alaska Department of Health and Social Services (the Part C lead agency). A thorough review of the AK CIMP structure identified two significant weaknesses: 1) the need to improve cluster team member participation; and 2) the need for better data assistance for cluster teams to upgrade EED and DHSS data management and analysis capacity to fulfill CIMP data requirements. Three project goals were developed: 1) increase Alaska's capacity to conduct the CIMP self-assessment; 2) increase the capacity for cluster teams to gather, analyze, and use data for decision-making; and 3) upgrade EED and DHSS data systems to fulfill AK CIMP data needs.

Products: Project activities will result in a dramatic improvement in both the AK CIMP outcomes and statewide data capacity. Implementing strategies to allow EED and DHSS data systems to share information more effectively will result in a seamless data system for children with disabilities ages birth to 21.

Grant Number: H326X010016

South Carolina Training and Technical Assistance Teams: Systematic Solutions

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The University of Kentucky, through assignment by the South Carolina Department of Education and the South Carolina Department of Health and Environmental Control, will provide planning, technical assistance, data collection, and evaluation services to develop state systems to identify, disseminate, and implement research-based promising educational and early intervention practices. These services are designed to create the technical assistance and training infrastructure to effect systemic solutions to challenges and noncompliances identified by South Carolina's Continuous Improvement Monitoring Process (CIMP).

Method: Three major objectives are supported by the work scope of this project. State and regional training and technical assistance teams are to be established to address CIMP-identified issues/noncompliances in: 1) Individualized Family Service Plans, procedural safeguards, and early childhood transition; 2) disproportionate referral and identification rates in underrepresented populations; and 3) unclear data and lack of strategies to address parent knowledge of, involvement in, and satisfaction with special education services, related services, and early intervention services. All objectives address needs in both Part B and Part C services provided under the Individuals with Disabilities Education Act.

Products: This project will result in systemic change using research-based effective practices that focus on results for infants and toddlers with developmental delays, children and youth with disabilities, and their families.

Grant Number: H326X010017

Improving Quality, Flow, and Use of Information on the Effects of Virginia's Improvement Interventions in Part B and Part C

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Beginning Date: 10/01/01
Ending Date: 9/30/02

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Purpose: This project is a collaborative effort that will develop plans, procedures, and instrumentation for Virginia to determine the extent to which designated special education program improvement strategies result in desired changes to early intervention, special, education, or related services programs.

Method: The project will conduct at least two evaluations and produce formal evaluation reports about the effects and linkages in the logic models used. It will integrate into state agency procedures methods for using such data to refine the logic models and the specific interventions or plans. It will define desired relationships across the logic models and develop plans and agreements to ensure communication regarding a shared agenda for Virginia. It will increase state capacity to integrate the performance measurement and evaluation approach into ongoing operations by developing materials on state-level comprehensive evaluation approaches and conducting performance measurement and evaluation training for state staff and their partners in state improvement planning and implementation.

Products: Expertise across the agencies and universities collaborating on this project will be maximized to capitalize on work to date, to build in-state capacity, to enhance relationships, and to leave Virginia with feasible systems and procedures to continue after the project ends.

Grant Number: H326X010019

Improving Data Driven Decision Making in Rhode Island

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Beginning Date: 11/01/01
Ending Date: 10/30/02

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Purpose: This project is a joint activity of several agencies in Rhode Island as part of the continuous improvement monitoring process for improvement of delivery of early intervention, special education, and related services. It intends to address gaps in existing data, gaps in the infrastructure capacity of the various agencies to analyze and use data to make decisions about policies and programs, and the need to infuse promising practices and child outcomes and results into program evaluation.

Method: The project will assist state agencies to develop program evaluation and monitoring systems that are based on outcome data and promising practices and to develop a reporting mechanism that will provide local early intervention providers and local school districts to develop improvement plans for reducing barriers and improving child outcomes. The project will also promote the infusion of the expanded program evaluation system into generic general education reform initiatives.

Products: Through its activities, the project will enhance and expand the state infrastructure to collect and analyze data about children with disabilities. It will create a technical assistance network to assist early intervention providers and local education agencies to enhance their capacity to collect data and to use this data in developing improvement plans. It will infuse promising practices and outcome data into the program evaluation and monitoring systems in both early intervention and special education as mechanisms for promoting continuous improvement in both systems. It will also develop a mechanism for identifying and disseminating data-driven best practices.

Grant Number: H326X010021

Joint Development of an Electronic Data System to Support the Continuous Improvement and Monitoring Process in Utah's Part B and Part C Programs

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: The Utah State Office of Education and the Department of Health have redesigned their monitoring systems to shift from episodic procedural monitoring to a continuous improvement monitoring system that emphasizes positive outcomes for children with disabilities and connects program effectiveness with the requirements of IDEA 97. Implementation of these new systems shows promising results, but because the systems collect data of differing types from many different sources, managing and integrating the data presents an

insurmountable challenge. To assist educators in collecting and analyzing this data, this project will develop an electronic data system to support the new system.

Method: This project is a joint effort between Part B and Part C under the Individuals with Disabilities Education Act, through a subcontract with Utah State University. The first phase of the project will use unified modeling language to create a data model of the components and processes which will be a blueprint for the structure of the computer programs. The second phase will develop, test, and refine the electronic data system. The system will consist of two parts: a stand-alone desktop or laptop system and a Web-based system. The stand-alone portion will allow state education agency personnel, Department of Health personnel, teachers, and service providers to use a Personal Computer or Macintosh computer to enter data and obtain simple reports. For additional analysis and reporting capabilities, users will log onto a secure World Wide Web site and upload the data. Using the Web-based portion of the system, they can then analyze and generate reports for their data. With proper authorization, the Website can also provide links to other Web-based databases such as the incident database at the Research Institute for Safe and Effective Programs' Safe and Drug Free Schools site, Utah's school accreditation process data, and Utah's Performance Assessment Systems for Schools (U-PASS) data. Other phases of the project include the field-testing and revision of the system, the development of Web-based technical support for users, the development of user materials, and regional trainings.

Products: This system will allow Utah's state education agency and Department of Health to better develop the infrastructure to collect sufficient valid and reliable data to determine the impact of special education and early intervention services and assess program improvement on an ongoing basis. Also, local agencies can examine and carefully analyze data from different sources to determine whether outcomes for students are being attained. In addition, the project will improve transition efforts between Part C and Part B through the sharing of electronic information. Once established, the system will allow for future integration with other data sources to pinpoint areas of need and facilitate the improvement of system and implementation variables.

Grant Number: H326X010022

Minnesota's Self-Improvement Process for Children with Disabilities Birth to 21 and Their Families

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: As a result of self-assessment activities, the Minnesota Assessment Steering Committee identified five major priority areas on which to focus self-improvement efforts. These include: 1) improve the ability of children and youth to make successful transitions; 2) ensure a sufficient number of qualified professionals and paraprofessionals; 3) improve access to mental health services across agencies; 4) improve interagency cooperation and coordinated service delivery; and 5) reduce system bias related to the needs of diverse populations. Steering Committee members also identified one or more "Need Areas" to specifically target self-improvement planning or activities for each priority area. This project has been designed to address each of the priorities and need areas identified as a result of the self-assessment process.

Method: Facilitated by staff of the Division of Special Education (DSE), self-improvement planning and implementation activities will be conducted in collaboration with Minnesota's Continuous Improvement Steering Committee to achieve project outcomes related to: 1) enhancing data systems, and 2) improvement planning and

data collection. To accomplish this task, the DSE will assemble an internal Project Management Team that will work with various subcontractors and consultants to achieve outcome objectives that are directly linked to needs within each priority area. The subcontractors include the University of Minnesota's Institute on Community Integration (ICI), National Center on Educational Outcomes (NCEO), Center on Early Education Development (CEED), and Center for Applied Research and Educational Improvement (CAREI); the Minnesota Association for Children's Mental Health (MACMH); and WBW Consulting.

Products: Enhancement activities, which represent an expansion of self-improvement efforts, will be incorporated throughout this project to advance Minnesota's efforts to implement a service delivery system for children and youth (birth to 21 years) within a context of integrated interagency services.

Grant Number: H326X010024

Project Playgroup

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Ending Date: 10/31/02

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Purpose: Based on research on effective service delivery approaches for young children and their families, Project Playgroup will develop the capacity of the Massachusetts Family Networks (MFNs), a statewide technical assistance infrastructure designed to support and strengthen families of young children in their communities. The overall goal of Project Playgroup is to enhance the collaboration among Early Intervention Programs (Part C), Early Childhood Special Education Programs (Part B), and other partners in the Massachusetts early education/care system so that infants, toddlers, and young children with disabilities are increasingly able to receive services in natural environments and so that there is a seamless system of service and care from early intervention, through transition to preschool, and into school-age programs at Kindergarten entry.

Method: Through subgrants to the local level, MFNs will work with the Early Intervention Programs (Part C), local education agencies (Part B), and other community agencies serving young children with disabilities, helping to bridge the gaps in the Part C and Part B transition, expanding the statewide network of support to early intervention and early childhood providers, increasing the provision of services in natural environments, and facilitating interagency collaboration. MFNs will help to remove the barriers to the actualization of a seamless system of early childhood and family-centered services for Massachusetts. The project will build on inclusion research and practice that emphasizes the need for children with disabilities to be served in the least restrictive setting available, in the same environments as those serving children without disabilities. Project Playgroup will enhance linkages among state agencies and linkages at the local level between early intervention programs for ages birth to 3 and local school district early childhood programs for ages 3 through 5.

Products: The project will disseminate research-based information and link local providers to state, regional, and nationally funded technical assistance and dissemination projects. The project will evaluate its impact by conducting follow-up evaluation to assess the effectiveness of the integrated playgroup model, and determine the impact of the project on the delivery of services in natural environments, Part C-B transition, collaboration, and transition to Kindergarten.

Grant Number: H326X010026

Targeting Relationships to Improve Results

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Through a collaborative partnership among state agencies, this project will align and strengthen the special education and early intervention services that contribute to quality outcomes for the children and youth of Idaho. The project continues the long-running partnership among the agencies and reflects the recommendations in the Idaho self-assessment of early intervention and special education services.

Method: The continuous improvement monitoring process will be guided by data from relationship indicators, data system changes, and cross-agency alignment of policies and procedures developed during the first year of improvement plan implementation. The project will develop a secure cross-agency data management system to provide results-oriented information to stakeholders regarding early intervention and special education services that increase positive outcomes for children and youth with disabilities.

Products: The project will build strong partnerships among stakeholders to ensure successful early childhood and secondary transitions that will improve results for children and youth with disabilities and their families. The improved collaboration will ensure successful outcomes and help create systemic improvements. Long-term results of the improvement process will be improved special education and related services and early intervention services that increase quality results for children and youth with disabilities across Idaho.

Grant Number: H326X010027

CIMPlifying Oregon: Enhancing Data Collection, Data Analyses, and Data Reporting for Oregon's Continuous Improvement Monitoring Process

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Purpose: This project will significantly improve Oregon's Continuous Improvement Monitoring Process (CIMP) by affording the Oregon Department of Education (ODE) resources to build database infrastructure where it currently does not exist and to significantly improve database infrastructure where it does exist.

Method: This project's objectives are designed to enhance existing databases, develop selected new data collections, and integrate multiple databases so that more informative data analyses and reports can be provided at the early intervention (EI), local education agency (LEA), and State levels. This data can form the basis for improved outcomes for children and students. Quantitative and qualitative evaluation methods will be tied to objective performance measures. Focus group(s) of data consumers and CIMP stakeholder groups will assure that the project produces maximized usable outcomes.

Products: At EI and LEA levels, data reports will provide agencies with a comparison of the outcomes of their students against other children and students in like-agencies and the state. This self-assessment can, with training, lead agencies to effective data-based decision making that will improve the EI and special education of children and students with disabilities. At the SEA level, agency-specific outcome data will assist ODE staff in determining where additional technical assistance, training, and other resources are needed (and not needed), thus providing more efficiency in the services provided to agencies.

Grant Number: H326X010028

Improving Results for Children with Disabilities: Developing a Data System to Support CIMP at the State and Local Level

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will develop a data infrastructure and platform to be employed across all components of the Parts B and C system. The project will support Colorado's Continuous Improvement Monitoring Process (CIMP) by: 1) enabling stakeholders to manipulate and access data, and 2) providing educators with results-oriented information.

Method: The project will be conducted in three phases: 1) a data infrastructure steering committee will develop a "data map" and determine data needs; 2) a technology work group will design and pilot a systemic data infrastructure that will collect and analyze all data necessary for the CIMP; and 3) the work group will determine how data can be utilized effectively by various constituent groups.

Products: This project will provide interested parties access to the most up-to-date local, state, and national data for use in: planning programs at the infant/toddler, PreK-12, and university levels; designing recruitment and retention programs; developing policies and procedures; and applying for state and federal grants. The project will also support the State Improvement Plans for Special Education Parts B and C by collecting, analyzing, sorting, and maintaining the data required for each goal and indicator. This project will ultimately permit users to translate what they learn from the data analysis to classroom practice and interactions with students with and without disabilities at all levels.

Grant Number: H326X010029

Maryland's Part C and Part B Database Systems Enhancement Initiative

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: Maryland's Part C and Part B Database Systems Enhancement Initiative will begin a thoughtful process to remedy deficiencies that currently exist in the Maryland State Department of Education's database systems for children with disabilities.

Method: The project will enhance a data system to support the needs of the continuous improvement monitoring process (CIMP) at the state level, specifically focusing on the enhancement of the Part C and Part B data systems to provide results-oriented information on early intervention services in the natural environment, on special education and related services in the least restrictive environment, and on the transition from Part C to Part B services. This upgrade of procedures would be undertaken through the implementation of a series of strategies and methods: 1) define the critical questions through research and stakeholder collaboration; 2) design a set of data elements to link the two existing systems based on the analysis of the research and input from focus groups; 3) examine databases for compatibility to identify gaps and potential interfaces; 4) develop the data system and follow-up pilot study analysis and management process and protocols; and 5) disseminate the refinement of process and protocols. This initiative builds on the collaborative effort of divisions from the Maryland State Department of Education and support from the Mid-South Regional Resource Center.

Products: The project will enhance the Part C and Part B data systems to inform CIMP and improve outcomes for children with disabilities.

Grant Number: H326X010032

Improvement Planning in Hawaii

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project is a statewide agency collaboration intended to develop a clear understanding of systemic barriers to improved early intervention services and/or special education and related services in Hawaii, including preliminary findings of non-compliance with IDEA and recommended program improvements. The project will also develop strategies to address the identified systemic issues, create action plans to address these strategies, and evaluate the effectiveness of the improvement planning process.

Method: State agencies will work to achieve project goals through activities determined by the respective agency situations. Consultation with national leaders will assist the agencies in identifying research-based practices that can address areas of weakness and lead to improved outcomes for children with disabilities and their families. Throughout the project, activities will involve parents of children with disabilities, representatives of various levels of authority within the agencies, and other key stakeholders.

Products: Through this project, Hawaii's continuous improvement monitoring process will be enhanced and the groundwork laid for effective implementation of well-designed improvement strategies. A data-driven process will be created for stakeholders to understand the scope, causes, and context of areas in need of improvement; data-based criteria will be determined that can yield strategies to effectively intervene in the areas in need of improvement and result in action plans that address the barriers; and evidence will be gathered to support the belief that implementation of action plans effectively caused changes in attitudes, interventions, or practices.

Grant Number: H326X010033

Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities in the Republic of Palau

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will use the resources of the Technical Assistance and Consulting Services at the University of Oregon to meet the special education needs of students in the Republic of Palau, which faces geographic, economic, and personnel challenges in effectively implementing the self-assessment phase of OSEP's continuous improvement monitoring process.

Method: The project will use grant-based resources to develop a process for conducting self-assessment and to provide onsite and offsite technical assistance to meet the following goals: form a project management team and a steering committee of key stakeholders to oversee the self-assessment; create work teams to conduct the assessment; create communications links to support its timely completion; and review results, prioritize needs, and identify initial improvement strategies.

Products: Project results will provide a comprehensive picture of Palau's current status with regard to implementation of IDEA and improving results for students with disabilities, and a wealth of information to inform systems change planning for the future of special education services in Palau.

Grant Number: H326X010035

Collaborative Project to Develop and Implement a Program Effectiveness Evaluation

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Beginning Date: 1/01/02
Ending Date: 12/31/02

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Purpose: This project will be a collaborative effort among state agencies to ensure compliance with IDEA through the development and implementation of an improved and cohesive data analysis system to determine the impact of special education and early intervention services.

Method: A one-year plan will be developed to assist in implementing a data system to support and improve results in the following areas: analysis of current state systems for collecting and reporting data; implementation of systematic program effectiveness evaluation to analyze the impact of early intervention, and special education and related services; development of a method to measure the effectiveness of IEPs and IFSPs linked to statewide general curriculum and appropriate activities with parent, general education, and agency involvement;

and implementation of personnel development activities to address the shared responsibility and accountability among general and special educators, parents, and related services and other agency personnel for effective program evaluation.

Products: The system developed by this project will help increase the availability of more valid and reliable data to assist state agencies in determining results-oriented information about special education and early intervention services for children and youth with disabilities and their families.

Grant Number: H326X010038

American Samoa's IDEA General Supervision Enhancement Grant

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Ending Date: 10/31/02

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Purpose: Like the United States, American Samoa must meet all requirements of IDEA 97, including federal monitoring activities and the completion of a self-assessment. American Samoa faces many challenges in complying with IDEA 97, including its geographic isolation, staff turnover, lack of effective data systems, and linguistic and cultural differences. To address their needs, the Technical Assistance and Consulting Services at the University of Oregon (TACS/UO) will develop for American Samoa a process to conduct a self-assessment and will develop a data system to support the needs of a Continuous Improvement Monitoring Process (CIMP) at the state level.

Method: The TACS/UO will provide both onsite and offsite technical assistance in support of project objectives. The American Samoa Department of Education (ASDOE) will conduct a self-assessment of implementation of IDEA 97 and its impact on improving results for children and youth with disabilities, including identification of improvement strategies. Project activities will include coordinating activities of ASDOE staff who are planning the self-assessment, managing the self-assessment process, assisting in the collection and analysis of data, identifying a set of improvement strategies to be submitted as part of the self-assessment, and developing the self-assessment report for submission to OSEP. The second goal of this project is to expand, enhance, and implement a Web-based data management system that provides results-oriented information about special education and related services and will support the data reporting needs of the CIMP process.

Products: This project will provide a comprehensive picture of American Samoa's current status with regard to implementation of IDEA 97 and outcomes for students, and a comprehensive user-friendly data management system to summarize and report on special education programs.

Grant Number: H326X010039

Pennsylvania Dispute Resolution Skills Training Project

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Ending Date: 10/31/02

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Purpose: Pennsylvania, through its recent involvement in the U.S. Office of Special Education Program's Continuous Improvement Monitoring Process (CIMP), identified areas of improvement related to the dispute resolution process. Recommendations were made in the Self-Assessment Report to train personnel, including families and service providers, on informal dispute resolution strategies. The Pennsylvania Dispute Resolution Skills Training Project seeks to use the information gathered from the CIMP, a pilot training project on dispute resolution skills, and research-validated practices to develop a training project that will improve Pennsylvania's ability to ensure that families and their infants, toddlers, preschoolers, and children with disabilities have access to early intervention Services and a Free Appropriate Public Education.

Method: The focus of the project will be to build dispute resolution skills in local service providers and parents so that disputes can be resolved in a timely fashion at the local level before more formal approaches must be used. The project will focus on building local capacity through the individualization of training materials to meet local concerns and the use of a system of regional teams of trainers. This project will develop a cadre of 32 trainers who are skilled in dispute resolution and training strategies. The training cadre will include representatives from Pennsylvania's Training and Technical Assistance Network, certified mediators, Parent Education Network, and other advocacy organizations. Trainers will have expertise in special education and/or early intervention programs. The training will target parents, advocates, school district personnel, early intervention providers, intermediate unit staff, local interagency coordinating councils, and local task force members.

Products: The cadre of trainers will provide a six-hour skills-based training session to approximately 7,500 participants. Participants will be presented with an advanced dispute resolution and mediation skills training that will be designed to meet the unique concerns of Pennsylvania's children with disabilities and their families.

Grant Number: H326X010042

Technical Assistance and Dissemination to Improve Research for Children with Disabilities

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will establish a statewide system to identify, disseminate, and implement research-based promising practices and information about the education of children with disabilities, in order to ensure free appropriate public education through improved instruction, service, and program implementation.

Method: The project will establish a Marshall Islands Special Education Resource Center and additional on- and off-island resources to collect, process, and disseminate information and knowledge on promising practices, materials, and program procedures. It will train special education specialists and a cadre of special education and regular education teachers and school administrators on a range of promising practices to serve as trainers and on-island facilitators to support implementation of promising practices, and it will support various state agencies with their roles in the continuous improvement monitoring process and ensure alignment with the improvement planning process.

Products: The statewide technical assistance system developed by this project will help teachers and parents of students with disabilities to secure information on promising intervention, instructional, and program practices and services; provide information about research-based interventions and instructional practices; support the use of promising instructional and service delivery approaches in local schools and agencies; serve as a conduit for the dissemination of research-based information between educational agencies and national technical assistance centers; and improve the efficacy of disseminating information.

Grant Number: H326X010043

Continuous Improvement Monitoring Plan to Implement a System of General Supervision and Monitoring to Ensure That All Students Are Benefiting from Enhanced Special Education Services

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Beginning Date: 11/01/01
Ending Date: 10/31/02

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Purpose: This project will address statewide solutions and strategies to respond to continuing challenges to the Continuous Improvement Monitoring Process, improve the state's participation in that process, and implement effective focused monitoring strategies.

Method: The project will develop a formal interagency collaboration between the state's departments of health and education in order to build an infrastructure at the state and local levels for collecting results-oriented data on early intervention transition. Expert technical assistance will be used to develop a system to collect and use important data related to collaboration. Personnel, administrators, and consultants will be trained to understand and use the enhanced data system and new processes.

Products: The project will strengthen state performance indicators and develop a system for feedback of state data to local education agencies for their use in decision making and continuous local improvement. This will be accomplished by revising and improving the local unit accreditation processes, establishing key performance indicators based on results and improvements expected of districts in relation to focused monitoring concerns, and incorporating common data in their annual plans for improvement. The project will also design procedures for aligning administrative accountability for special education with local general school improvement by assisting districts to appropriately include special education concerns in the improvement plans. The project will also realign the state technical assistance structure to support continuous improvement.

84.920T
Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA)

Grant Number: H920T970006

The New Alliance Project: Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the Individuals with Disabilities Education Act (IDEA)

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Beginning Date: 11/01/97
Ending Date: 10/31/02

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Purpose: The New Alliance Project intends to address the increasing demand for and declining number of personnel from historically underrepresented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at historically black colleges and universities (HBCUs) and other minority institutions (OMIs), including their access to external funding to support students and their personnel preparation programs.

Method: A major thrust of the project will be to increase the success rate of special education and related services departments in acquiring grants for personnel preparation in special education and related services to meet the demand for and capacity of qualified personnel from historically underrepresented ethnic groups. Project goals include: collaboration and dissemination, grant acquisition, technical assistance for grant management and program development, support for dissemination and replication of promising practices, and dissemination of data about the project's services and impact.

Contracts

Grant Number: ED99CO0026

OSEP-ERIC Special Project under ERIC Clearinghouse on Disabilities and Gifted Education

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Beginning Date: 1/01/99
Ending Date: 12/31/03

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Purpose: The OSEP/ERIC Special Project has the goals of increasing the dissemination of research and improving the translation of research findings into products that are comprehensible and useful to practitioners. It aims to promote communication and networking among researchers, so that they are aware of each other's work and can link their knowledge to other research knowledge to produce better, more usable, more valid research results.

Method: The project will achieve these goals through three types of activities: 1) database development, which involves maintenance and updating of the OSEP-wide database of information about funded projects; 2) information analysis and product development, which involves development of products and services that "translate" and disseminate research information to a variety of target audiences in a variety of formats and media; and 3) conferences, which involves organizing conferences that provide professional development and networking opportunities for OSEP-funded researchers and doctoral training grantees and that foster discussion of, and inquiry into, emerging issues in special education. The project plays an important role in the implementation of OSEP's strategies for achieving the objectives and outcomes specified by the Government Performance and Results Act for IDEA's discretionary programs.

Products: The project's product line includes print and electronic publications designed to spread word of research projects in progress and to bring established research findings to bear on educational practice. Products will include: "News Briefs" (a Web-based product), "Research Projects Directory" (a print and Web-based product), "Research Connections" (a topical biannual research newsletter), "ERIC/OSEP Digests," and occasional publications. Other project products include the database of funded projects, which is used to meet the information needs of OSEP staff and OSEP grantees, and the annual conference for researchers and doctoral training grantees.

Grant Number: ED01CO0112

National Early Childhood Technical Assistance Center

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Purpose: The National Early Childhood Technical Assistance Center will support the national goal that all eligible infants and toddlers with disabilities ages birth through 2 years and their families receive comprehensive, high-quality early intervention services and that young children with disabilities ages 3 through 5 receive a free appropriate public education including special education and related services. This project of the Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill will work cooperatively with the National Association of State Directors of Special Education (NASDSE) and the PACER Center to strengthen state and local systems to ensure that eligible young children and their families benefit from quality supports and services that are culturally appropriate and family centered.

Method: To accomplish its mission, the project will carry out the following activities: 1) support each state and jurisdiction in developing a strategic State Work Plan that articulates issues and needs, identifies existing strengths and resources, and develops strategies for building state and local system capacity to improve services for young children with disabilities and their families; 2) promote collaborative partnerships among technical assistance systems and early childhood initiatives focused on the common goal of improving and expanding services to young children with disabilities and their families; 3) determine and respond to barriers to achieving the vision of the Individuals with Disabilities Education Act through generating and/or synthesizing knowledge and facilitating the transfer of research to practice; and 4) coordinate and deliver technical assistance to target audiences at the national, state, and local levels to improve results for children with special needs and their families as determined by the needs identified through the State Work Plan processes.

Products: Based on the needs of states and jurisdictions, the Center will provide an array of services such as consultations, training, products, conference calls, and a national meeting in Washington, D.C. Other products will include a Web site at www.ectac.org, The Section 619 Profile, Part C Updates, a compilation of information about OSEP early childhood and other relevant discretionary grants, and materials developed in response to needs identified across states during the State Work Plan Process.

Grant Number: HS97020001

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

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Beginning Date: 9/30/97
Ending Date: 9/29/02

OSEP Contact: Judith Holt
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Purpose: Westat and the National Association of State Directors of Special Education (NASDSE) propose to address the information needs of OSEP and the states stemming from the 1997 amendments to IDEA.

Method: The two contracted organizations will assist OSEP in developing the capacity to collect and analyze valid, reliable, and comparable data for reporting, program planning, and evaluation; conducting studies to analyze significant issues and trends in special education; assisting OSEP in providing guidance to state and local educators on education reform issues such as assessment, accountability, indicators, and evaluations; assisting states to build the capacity to collect valid, reliable, and comparable data; facilitating information exchanges among federal, state, and local educators on common concerns and goals; and obtaining, organizing, and analyzing information from multiple sources for reporting on progress in implementing IDEA, including the effectiveness of state and local efforts to implement the act.

Products: Westat and NASDSE intend to provide the support OSEP and states will need to meet their new responsibilities mandated by the reauthorization of IDEA, as well as OSEP's responsibilities under the Government Performance and Results Act (GPRA).

PARENT TRAINING AND INFORMATION

84.029R
Technical Assistance to Parent Projects

Grant Number: H029R970002

Technical Assistance Alliance for Parent Centers

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Beginning Date: 10/01/97
Ending Date: 9/30/02

OSEP Contact: Donna Fluke
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Purpose: This project of the PACER Center intends to establish The Technical Assistance Alliance for Parent Centers to assist families of infants, toddlers, children, and youth with disabilities. It will create a technical assistance delivery system to enable parent centers to better meet the growing needs of the families of children and youth with disabilities that they serve.

Method: The project will develop technology for online access and for the creation of a communications network for the delivery and collection of information. It will construct an administrative structure with a cultural awareness to increase cultural competency and accessibility in its publications and technical assistance activities. Through its electronic network, conferences, meetings, and dissemination efforts, the project will build collaborative relationships with stakeholders, national clearinghouses, regional resource centers, other national dissemination projects, and with representatives of the business community and the media. It will assist parent centers to develop outcome evaluation processes for their own activities and it will use technology to collect and summarize outcome evaluation data to help document the collective impact of parent centers nationally.

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STATE IMPROVEMENT GRANTS

84.323A
State Improvement Grants

Grant Number: H323A990001

Alabama State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This improvement grant for the state of Alabama is a systems change effort aimed at improving the reading skills of students with disabilities, reducing the numbers of students with disabilities who drop out, reducing suspensions and expulsions for students with disabilities, and reducing special education teacher turnover and increasing the numbers of fully credentialed teachers.

Method: These goals will be achieved through systems-change strategies that incorporate research-based training strategies. These strategies include: staff development in strategies for reading; an online academy and communications support system for professional development, paraprofessional training, and conferences; a parent training and information center; staff training in the use of assistive technology to implement accommodations for students; training for early childhood care providers, general and special education preschool teachers, and parents in developmentally appropriate practices and functional readiness curriculum that targets reading; training for effective behavior intervention and positive behavior management; and institution of aggressive recruitment strategies to increase certified personnel.

Products: Through the use of these training strategies, Alabama will provide systems change and impact the areas of need. Data will be gathered and evaluated to measure progress toward project goals, objectives, and services, and to inform project staff of any necessary refinements throughout the five years of the project. Statewide systems change will be implemented through the various partnerships established by the project. Project goals anticipate increased performance in reading scores for students with disabilities and a major decrease in dropout, suspension, and expulsion rates for those students.

Grant Number: H323A990007

Partnerships for Achieving Student Success (PASS)

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This statewide improvement project in Virginia will work to facilitate, in cooperation with school divisions: 1) the increase of the school completion rate of students with disabilities in the context of higher academic expectations; 2) an improvement in the performance of children and youth with disabilities by enhancing the knowledge, skills, abilities, and performance of all personnel who work with children and youth with disabilities; and 3) an improvement in meaningful parent/student involvement with special services personnel.

Method: This project will establish a systemwide practice of results-based program improvement for all children and youth with disabilities at state, local, and classroom levels. It will develop a partnership infrastructure that focuses statewide efforts on progressing toward Virginia's strategic goals. Personnel working with children and youth with disabilities will be trained to attend to improved academic literacy for students with disabilities, with particular attention to Virginia's Standards of Learning. A statewide system of technical assistance, professional support, and development will be coordinated to enhance all service providers' and families' abilities to collaborate and support the focus on academic performance. Efforts will be made to increase the supply and diversity of qualified personnel to serve children and youth with disabilities.

Products: The project will increase the statewide percentage of students with disabilities successfully completing school. It will promote and increase the supply of qualified special educators and related services personnel and the statewide availability of personnel preparation opportunities in all endorsement areas and opportunities which focus on best practices. It will increase active parent and student participation in special education process decisions.

Grant Number: H323A990008

New Hampshire's State Improvement Grant in Special Education: Promoting Equity and Excellence for All Children and Youth with Disabilities

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This statewide improvement project in New Hampshire addresses the following system components: leadership and service coordination, standards for practice, preservice education, professional development, use of data for short- and long-range planning, dissemination of exemplary practices, involvement of individuals with disabilities and parents of children and youth with disabilities, and reduction or elimination of systemic barriers to effective service delivery.

Method: This statewide improvement grant will expand and strengthen partnerships among agencies and organizations involved in and concerned with reforming and improving systems for providing education, early intervention, and transition services for children and youth with disabilities. It will establish a foundation of exemplary professional practice to inform and enrich the efforts of agencies, institutions of higher education, individuals with disabilities and their families, and other partners and stakeholders to improve educational results for children and youth with disabilities. It will improve the capacity of personnel preparation programs to support students to meet and maintain high standards for performance and it will improve the competencies of general and special educators, paraprofessionals, and families related to the provision of high quality educational services to these students. It will improve the systems that collect, analyze, and utilize data related to student

performance and outcomes. It will improve service quality, coordination, and integration through policy reform, systems change, and provision of technical assistance related to transition policies and practice, student access to and participation in the general education curriculum, and school-based disciplinary policies concerning students with emotional disturbance.

Products: The project will establish for the first time in New Hampshire a system for coordinating planning, policy, and implementation of professional development and systems change efforts in general and special education; it will assure greater attention to accountability for positive learning outcomes by all local and state education efforts; it will embed consideration of children and youth with disabilities within existing professional development and education improvement efforts; and it will establish new initiatives that focus specifically on improving results for children and youth with disabilities.

Grant Number: H323A990012

Georgia State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: This statewide improvement grant for the state of Georgia is intended to improve the systems for providing educational, early intervention, and transitional services and consequently improve the performance of students with disabilities, through responses to professional needs and partnerships that meet student needs. Responses to professional needs include professional development, technical assistance, and dissemination of knowledge about best practices. Partnerships will include state education personnel, parents of students with and without disabilities, organizations representing individuals with disabilities and their families, institutions of higher education, and community-based organizations.

Method: Activities will be conducted to increase and maintain the number of qualified personnel to provide services to students with disabilities in the following areas: general and special education teachers of students with disabilities; interpreters and teachers of students with hearing and visual impairments, who are blind or deaf, or who have orthopedic impairments; teachers of students with emotional/behavioral disorders; and speech language pathologists for students with speech/language disorders. Parent-educator partnerships will be strengthened; training will be given to provide better services to young children with disabilities and their families; general and special educators will be trained to better address rules, regulations, and procedures; and access will be provided to the general education curriculum and statewide assessment for students with disabilities. General and special educators will learn behavior management techniques for safe and orderly environments and special educators will learn to implement effective transition activities for students with disabilities.

Products: The implementation of project activities should result in the following statewide improvements for students with disabilities: an increase in the number of students who receive education with nondisabled peers for more than one-half of the school day; an increase in the number of students who exit special education and return to general education programs and who earn a degree in regular education; an increase in the number of those who participate in the statewide assessment program with and without accommodations; a decrease in those who drop out of school; an increase in the number of students who attend postsecondary education programs and who are employed upon exiting from school.

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Grant Number: H323A990013

Kentucky State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

OSEP Contact: Larry Wexler
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Purpose: The purpose of Kentucky's state improvement program is to improve learning results for Kentucky's children and youth with disabilities at all levels so that those results are fully measurable and comparable in quality to those for all children. The state will implement these goals through a unified and coherent plan in partnership with regular and special educators, local and state administrators, related service and paraprofessional personnel, institutes of higher education and postsecondary programs, and students with disabilities and their families.

Method: To improve the academic and behavioral skills of students with disabilities, the state will increase the partnerships between parents and students and state and local systems that contribute to success in these areas. It will offer collaborative and integrated teacher preparation programs, develop state and local support systems and networks, and promote a systemic integration and coordination of local education resources, all designed to promote student academic and behavioral success. To increase the effectiveness of early intervention services and to ensure the successful transition of students with special needs into preschool programs, the state will work to increase parents' knowledge about and participation in the education of their children. It will work to increase the number of qualified special education personnel in early intervention and train them in the development of natural supportive environments as well as in the use of assistive technology to improve student access to educational opportunities. It will also increase the number of accredited inclusive intervention programs in the community that facilitate transition to preschool. To increase the number of students with disabilities who complete school and transition to an adult life style of their choice, the state will form and sustain partnerships with students, parents, education and other human service agencies, employers, institutes of higher education, and communities.

Products: The professional development programs and collaborations implemented through the project will increase the number of qualified general and special educators, related services personnel, and paraprofessionals who serve students with disabilities. The comprehensive and innovative technology systems instituted by the project will enhance learning results for students with disabilities. With such changes, the project will help bring a major increase in the overall performance of students with disabilities in statewide assessments. The effectiveness of early intervention and preschool transition programs will be increased. The project will increase the number of students with disabilities who complete school and attain their choice of employment or continuing education.

Grant Number: H323A990015

Investing in Our Students: Michigan's Model to Improve the Performance of Students with Disabilities

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: Michigan's Model to Improve the Performance of Students with Disabilities is an integrated design to bring both high quality and efficiency to comprehensive personnel development for improving the performance of children and youth with disabilities and an understanding of their disability. This State Improvement Grant (SIG) will provide the resources necessary to implement the model and assure improved skills and competencies for practitioners and parents, and ultimately improved performance for children and youth.

Method: The functional model employed by this project will integrate diverse and existing state-level activities into a cohesive, coordinated, and efficient effort. The SIG provides a framework for analyzing, synthesizing, coordinating, and disseminating important information and skills for educators, parents of children and youth with disabilities, and the students themselves in Michigan. The project will focus on improving the capacity of those who work with children and youth. The model supports continuous progress in developing a strong delivery system in which practitioners are skilled and students achieve at higher levels. Three priorities of this project are the following: 1) improving transition practices; 2) implementing positive behavioral interventions and supports; and 3) addressing personnel shortages, including underrepresentation of personnel reflecting the diversity of the student population.

Products: The project will foster networks of partnerships to assist in reforming Michigan's many and diverse personnel development efforts into a comprehensive system for providing training in early intervention, educational, and transitional services to children and youth with disabilities. A set of four "hubs" for coordinating training and information flow will be established to: 1) develop information based on student progress indicators; 2) disseminate information to all participants in the education community; 3) support sustained learning leading to changes in the practice related to improving student performance; and 4) support districts in developing local capacity to assure quality services to all students.

Grant Number: H323A990016

State Program Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The plans for the Maryland State Improvement Grant are based on a vision of a unified system that centers around a core set of student outcomes and standards that define goals for the system, and there is a means for assessing student progre .s toward those outcomes. Curriculum and instruction are aligned with the standards and outcomes, and the entire core is supported by policies and programs that guide professional development and preparation, technical assistance for school improvement, and the allocation of resources. The unified system accommodates and supports diverse learners without unnecessary categorization of students or program resources. The system values flexibility and collaboration at all levels in order to promote student attainment of goals. To make this vision a reality, the mission of this SIG is to improve education and outcomes of students with disabilities through services and strategies that involve stakeholders and system components in sustained efforts to bring about progressive and positive change in services for students aged three to 21; in professional development across the spectrum of professionals, paraprofessionals, and parents; and in preservice preparation of general educators, special educators, and related personnel.

Method: This mission will be accomplished through informed leadership and involvement of people at all levels of the education community in a process that unifies the system by integrating the education of students with disabilities into statewide standards-based reform and accountability. Project services and activities will: 1) fully integrate education of students with disabilities into statewide standards-based reform and accountability; 2) expand opportunities of students with disabilities to participate in the general education curriculum and statewide performance assessments; 3) design and deliver professional development that responds to standards-based needs for building personnel competencies to improve education and outcomes of students with disabilities; 4) strengthen the capacities of preservice preparation programs to increase their productivity and their capacities to align preparation with standard-based reform and professional development; 5) improve the capacities of the statewide early intervention system to provide high-quality services for infants and toddlers with disabilities and their families, and to promote readiness to learn; and 6) assist school districts, higher education, professional development, and other stakeholders in using research and best practice for school improvement, program improvement, and management of change.

Products: The work of the State Improvement Grant will be of significant assistance to local education agencies striving toward educational improvement and inclusion within Maryland's nationally recognized accountability system.

Grant Number: H323A990018

Ka Hihi'o O Na Liko O Hawai'i Mua
(The Vision of the Budding Children of Future Hawaii)

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Hawaii State Department of Education state improvement plan will improve systems that provide early intervention, educational, and transitional services through an innovative personnel development program supported by coordinated policy, procedure, and practice interventions. This strategy is expected to lead to significant gains in in-school and post-school outcomes for children with disabilities.

Method: The project integrates personnel development and system improvement outcomes in order to build local capacity to meet the needs of students with disabilities. Interdisciplinary professional development teams will provide training to school-based teams that will implement new practices and provide feedback to policy level work groups, which recommend systemwide changes. As part of these teams, educators, related service providers, and parents are supported at the school level, which allows an easier development of improved procedures and potential policy improvements at the state level. This multilevel approach, linked with continuous feedback of information, will ensure lasting and sustained system improvements for children with disabilities and their families.

Products: The project's emphasis on state-level policy making, district-level training and support, and school-level practice will directly and positively affect outcomes for children with disabilities. As participants are trained and supported at each system level, capacity is developed to improve areas of critical need and sustain these improvements over time.

Grant Number: H323A990019

Utah State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: Through this state improvement project, the Utah State Education Agency will address the need for inservice and preservice preparation to ensure that all personnel who work with children with disabilities have the skills and knowledge necessary to meet their needs.

Method: The project will provide general and special educators with the content knowledge and collaborative skills to meet the needs of children with disabilities. It will prepare professionals and paraprofessionals in the area of early intervention and work with institutions of higher education and other entities to prepare personnel to ensure that those institutions and entities develop the capacity to continue to support professional development programs that meet state and local needs. The state education agency will develop cooperative agreements with other states for joint support and development of programs to prepare personnel for which there is not sufficient demand within a single state to justify such programs. It will work with neighboring states to address the lack of uniformity and reciprocity in the credentialing of teachers and other personnel. The project will enhance the ability of teachers and others to use successful strategies and best practices to address the conduct of students with disabilities that impedes learning in the classrooms.

Products: The project will acquire significant knowledge derived from educational research and other sources, and will develop information about how the state, if appropriate, will adopt these promising practices, materials, and technology. This knowledge will be disseminated to teachers, administrators, school board members, and related services personnel. Project efforts will build local and state capacity to provide, improve, and expand services for students with disabilities and ensure a continuing supply of qualified personnel at all levels.

Grant Number: H323A990022

Improving Results Initiative

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The Improving Results Initiative for Idaho is based on a collaborative partnership designed to align and strengthen educational systems that contribute to high achievement for children and youth with disabilities. Partners in this project include the Idaho State Department of Education, local education agencies, Idaho Parents Unlimited, institutions of higher education, and others.

Method: Specific activities that will help children and youth with disabilities to meet or exceed newly established content and performance standards include the following: implementation of state and local policies and procedures that strengthen the capacity of schools to improve educational results for all students, including those with disabilities; enhancement of the capacity for parents to influence reforms and increase their children's educational achievements; revision of professional and paraprofessional standards, certification requirements, and personnel development programs for the purpose of redefining personnel skills necessary to improve results for children and youth with disabilities; creation of a system of preservice and inservice training to ensure that parents and professionals are prepared to meet students' needs; effective administration, systematic evaluation, and continuous improvement of the project through a partnership with local and state education agencies and institutions of higher education.

Products: Institutions of higher education will receive subgrants to align training programs with revised standards, which will ensure that school personnel will have the skills and knowledge to sustain school improvements. A training clearinghouse will increase access to professional development by coordinating the preservice and inservice training efforts of all partners across the state. The project will also provide tuition waivers, assistanceships, and other incentives to recruit and train a sufficient number of individual, particularly those from underrepresented groups. Strategies to retain special educators and related services providers in employment will be implemented. These initiatives will present unique opportunities to reform and strengthen Idaho's education system in order to maintain a superior level of academic achievement by both regular and special education students.

Grant Number: H323A990026

Improving the Special Education System in California

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: This project will develop collaborative partnerships to improve services for children and youth with disabilities. The state improvement plan will serve as a guide to help system stakeholders concentrate improvement efforts and focus on future achievements and as a blueprint for those responsible for making system improvements by delineating and prioritizing training, technical assistance, and other systemic needs.

Method: The project will help set high academic standards and clear performance goals for students with disabilities, along with appropriate and effective strategies and methods to ensure that students have maximum opportunities to achieve those standards and goals. Teachers will participate in comprehensive professional development programs to ensure that they will possess the skills and knowledge necessary to address the educational and related needs of those children. Finally, the project will work for service integration and the coordination of state and local education and other agencies to address the full range of student needs.

Products: Through its efforts, the project intends to increase the percentage of students with disabilities who are performing equal to or better than the average of students without disabilities, to increase the positive results achieved by students with disabilities on school and post-school outcomes as determined by state standards, to reduce the rate of suspensions and expulsions of students with disabilities compared to the rate of general education students, and to increase the percentage of special education students earning a high school diploma or GED so that the percentage is equal to or higher than that for nondisabled students. The project will increase the rate of special education teachers who are fully credentialed and the percentage of special and general education teachers responding to inservice training, resources, or technical assistance.

Grant Number: H323A990027

Massachusetts State Improvement Grant: Project FOCUS

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: Project FOCUS offers the following outcomes to guide statewide efforts toward systems improvement for the benefit of all students: 1) knowledgeable parents and service providers working together to provide high quality early intervention and preschool services within natural environments for infants and toddlers; 2) knowledgeable parents and educators working together to ensure that all students (K-12) have access to the general curriculum are supported across all educational settings, and are able to demonstrate their acquired knowledge as full participants in every aspect of education reform, including a variety of options for improved postsecondary outcomes; 3) restructured teacher preparation and professional development programs to incorporate promising practices of teaching and learning for students with diverse abilities and needs, based on education reform standards, including strengthening ties among preservice programs, school districts, and local communities; and 4) enhanced accountability procedures at the state and local level for students, parents, and educators.

Method: Project FOCUS is designed to provide preservice and professional development activities for educators, parents, students, and other interested stakeholders. The major themes of parent collaboration, research to practice, interagency coordination, innovation, capacity building, and linkages to existing activities to maximize community, state, and federal resources are reflected across activities in six focus areas. The first focus area prepares providers and parents to understand and implement a shift in the provision of services and supports to natural environments during early intervention and preschool years. The second focus area, kindergarten and elementary ages, prepares teachers and parents with skills related to ensuring access to the general curriculum in

general education settings for all students, with an emphasis on literacy skills (including Braille literacy), universal instructional design to accommodate diverse learning styles, and issues related to the educational climate. The third focus area will maintain the same content as the second focus area adjusted to respond to the needs of older students and generally different administrative and organizational features of middle schools and high schools. The fourth focus area will address enabling students with disabilities, ages 18-22, to participate in adult options, including postsecondary education and employment, with their nondisabled peers. The fifth focus area will assist teacher preparation programs statewide to restructure and unify curricula based on education reform standards and teaching methodologies to prepare general and special educators and paraprofessionals to work with all students within the context of a professional development school model. The sixth focus area will develop and enhance existing accountability systems across the full range of services for infants, toddlers, and students with disabilities.

Products: A network of mentors will be created from various school districts across the state. Among other roles, mentors will assist with training and technical assistance activities. Three series of regional training sessions will be developed: one set for teams of early intervention and preschool educators, parents and service providers; a second set for educators, parents, and elementary-aged students; and a third set for middle school, high school, and transition-aged students, parents, educators, and employment-related service providers

Grant Number: H323A990028

Missouri Preparation of Personnel Partnership

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The goal of the Missouri Preparation of Personnel Project is to improve the educational outcomes for students with disabilities and ensure a comprehensive statewide system of personnel preparation and development that reflects collaboration of consumers, professional organizations, local school districts, and higher education through the following: 1) to increase the supply of qualified special education personnel and related services personnel who are available to carry out the purposes of IDEA to provide special education services to children aged 3 to 21 years so that the shortage is reduced to 1% vacancy and 3% temporary certificates; 2) to provide professional development and systems enhancement to increase the percentages of students with disabilities that score at the near proficiency, proficient, and advanced achievement levels for the Missouri Assessment Program content areas of Mathematics and Communication Arts (Reading) by 25%; 3) to increase by 25% the number of students with disabilities who graduate with diplomas and decrease by 25% the number of students with disabilities who exit the school without a diploma; and 4) to achieve systemic change throughout Missouri in increasing placements in regular education in targeted local districts by 20% through individualized training and technical assistance and changes in institutions of higher education.

Method: The project will: 1) establish a strong administrative structure; 2) designate an Advisory Board; and 3) establish a management information system that will allow for precise measurement of outcomes for students with disabilities and compile relevant statistics on educational personnel. The grant will build the capacity of local schools to provide services to the target population through fewer vacancies in critical special education and related services positions by providing implementation grants and extensive training opportunities.

Products: The project will produce: 1) a mentoring manual focused on ways to support new teachers in special education; 2) reading curricula and training for teachers developed by the Eisenhower-funded reading initiative; 3) fact sheets on findings of the evaluation of this project; 4) a multi-media inquiry-based curriculum for preservice and inservice professional development that supports inclusion and the Show Me Standards; and 5) effective tutorial interventions to raise achievement of lower functioning students.

Grant Number: H323A990029

Vermont State Improvement Grant

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Beginning Date: 2/01/99
Ending Date: 1/31/04

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Purpose: The purpose of the Vermont state improvement plan is to improve educational results for children with disabilities through professional development, technical assistance, and dissemination of knowledge about best practices.

Method: Based on critical needs for professional development, the State Department of Education and its partners have identified four statewide initiatives for inclusion in the state improvement plan: 1) accommodating children with disabilities in statewide assessments; 2) preparing Master's level speech and language therapists committed to working in Vermont schools; 3) recruiting and supporting the preparation of sign language interpreters and occupational and physical therapists committed to working in Vermont; and 4) implementing model early literacy programs for all students, with special emphasis on students failing or at risk of failure, including those with disabilities. The framework for the improvement plan includes standards for vital results and fields of knowledge, recommendations for providing instruction, and assessment of student learning across the grades.

Products: Each of the four components of the project will result in system-wide improvements. The training and technical assistance provided by the statewide assessment component will enable special educators and IEP teams to use effective participation strategies and options that will result in the full participation of students with disabilities in statewide assessments. The establishment of a program at the University of Vermont for personnel preparation will assure a steady supply of appropriately trained professionals that will meet a continuing need. New opportunities for supporting the preparation of interpreters for the deaf and hearing impaired will improve the educational opportunities for these students. The early literacy component of the project, focused on prevention, early identification, and intensive instruction for children at risk of school failure, will help to dramatically increase student performance. Working closely with its partners, the state will implement a comprehensive plan for dissemination of best practices. Each element of the plan will be evaluated and the results disseminated through all of the partners and will result in improved performance of students statewide.

Grant Number: H323A000003

Connecticut State Improvement Grant—Special Education

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Beginning Date: 7/01/00
Ending Date: 6/30/05

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Purpose: This project will address identified state needs included in the Connecticut State Improvement Plan. Needs will be addressed through the formation of a statewide partnership team for leadership and through requests for proposals and incentives that support partnership teams of schools, institutions of higher education, state agencies, community organizations, and parents to: 1) improve systems' abilities to meet the needs of diverse learners; and 2) reduce personnel shortages in low-incidence disability populations with an increase in representation of minority personnel.

Method: The first goal will be accomplished by: 1) developing and replicating programs to address: transitions from Part B to Part C and to postsecondary situations, literacy in young children (ages zero to eight) and their parents, parental involvement, behavioral needs of children, and instructional methods to meet learners' needs; and 2) providing incentives to promote systems change in institutions of higher education to train educational professionals to meet the diverse needs of all children (0-21), including those with visual impairments. The second goal will be accomplished by: 1) developing a statewide coordinated data collection system to project future pools of qualified candidates; and 2) providing incentives to recruit students to enroll in training programs for bilingual speech pathologists, teachers of visually impaired, and other low-incidence populations.

Products: Existing partnerships will be strengthened and new partnerships will be formed, children's performance in literacy and behavior will be improved, and personnel shortages will be reduced with an increase in minority representation.

Grant Number: H323A010006

State Improvement Grant for Special Education

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Beginning Date: 8/01/01
Ending Date: 7/31/06

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Purpose: New Jersey's State Improvement Grant is responsive to the challenge identified through the self-assessment process of the New Jersey Department of Education's Office of Special Education Programs, recent federal compliance reviews, and the vision of key self-assessment stakeholders: to maximize the development and learning of children and youth with disabilities ages birth to 21.

Method: The project goals include: 1) creating positive and effective school environments that promote participation of students with disabilities in the general education curriculum and in academic, nonacademic, and extracurricular programs and the school community, and that promote successful transition of students with disabilities to adult life and community inclusion; 2) creating positive and effective school environments that foster collaboration with families of students with disabilities; 3) fostering the successful transition of children with disabilities from early intervention to preschool programs; and 4) recruiting general and special education personnel prepared to educate students with disabilities in inclusive programs.

Products: The New Jersey State Improvement Grant will contribute to comprehensive statewide systems change regarding access, equity, and positive outcomes for students with disabilities.

TECHNOLOGY AND MEDIA SERVICES

84.327M
Technology Research to Practice

Grant Number: H327M000014

Assistive Technology for Law to Practice for Early Intervention Children with Disabilities

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Beginning Date: 1/05/01
Ending Date: 1/04/04

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Purpose: This project focuses on the assistive technology needs of children, specifically applied to technology use and access, technology-integrated curriculum, and improving transitions for young children with regard to assistive technology needs. The project will serve children receiving early intervention in eastern Oregon.

Method: The first priority will be to develop, revise, and implement a process to consider and provide for assistive technology needs through the development of an Assistive Technology Plan, which includes the following elements: referral, evaluation, extended assessment, plan development and implementation, review, and transition planning. The second priority will be the implementation of assistive technology planning with a specific focus on integrating software, peripherals, access, and individual assistive technology needs into curriculum designed to increase developmental levels for children with disabilities. The final focus will be to increase the quality of transitions for children from Early Childhood Special Education to elementary school with regard to assistive technology needs, by focusing on training, policy development, and interagency agreements.

Products: The expected outcomes will include an Assistive Technology Plan for early intervention children, computer work stations at all Early Intervention classroom sites, and an Internet connection at each site. An equipment lending library, software library, and transition planning process will be developed. The targeted results will include improved assessment, plan development, and provision of technology-integrated services and/or devices to children. Transitions will reflect intentional attention to the assistive technology needs of children with no decrease in the provision of services and/or devices.

Grant Number: H327M000015

From Research to Practice: The Use of Microcomputer Technology to Enhance Infants' Lives Project

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Beginning Date: 9/01/00
Ending Date: 8/31/03

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Purpose: This school-based project will bring the research of microcomputer technology, in conjunction with the use of adaptive switches and pediatric software, into practice in the Early Start Infant Programs. The project will address the fact that the results of research and development efforts are not applied in practice and will help students to achieve their full potential.

Method: The project will focus on leadership and planning, access to appropriate technology, training, ongoing technical support and coaching, collaboration, and adequate teacher time. The project's technology model will be offered in the Early Start Centers, in the community, and in the infants' homes. Training will be offered to the teachers and parents of the infants.

Products: The integration of a comprehensive model for microcomputer technology into an existing public school structure will significantly increase the efficiency and quality of instruction, while decreasing the amount of teacher time needed to achieve instructional objectives. In addition, it will enhance the quality of life for the infants and their families.

84.327X
Research Institute on Technology for Early Intervention

Grant Number: H327X010003

Research Institute on the Use of Technology in Early Intervention

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Beginning Date: 1/01/02
Ending Date: 12/31/06

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Purpose: The complexity of issues surrounding the use of assistive technology (AT) to support the development of infants and toddlers with disabilities is the focus of a comprehensive and integrated five-year program of research and dissemination that has a projected result of impacting AT use and the practices of early intervention service providers and families. AT devices/services have the potential for promoting children's opportunities to learn from activities in their homes and in community settings where they and their families spend time. As such, AT, whether low- or high-tech, is a tool that can be successfully used by families to increase their children's learning opportunities.

Method: The Institute's research program is guided by a conceptual model that views families at the center of their children's learning and development. Families play a key role in mediating "mismatches" between their children's abilities and the social and physical demands of environmental settings. AT devices/services can be meaningful mediators to the extent that families are informed about, and have easy access to, AT resources. Other factors that may impact AT knowledge and access include policy, community resources and financing, and the perceptions and knowledge about AT held by early intervention service providers and families. These factors, and their interrelationships, comprise the five major areas of the research program: 1) AT use; 2) policy and resources; 3)decision making practices; 4) training and support; and 5) dissemination. A comprehensive program of research will be implemented in each of these areas in order to gain a broad-based view of AT within early intervention programs across the country. More detailed and focused studies will be implemented in two communities in each of a specially selected sample of 12 states (total of 24 communities). The Institute is a collaboration between two universities, Thomas Jefferson University and Arizona State University, which provide the Institute with linked sites in the eastern and western regions of the country.

Products: Technology is a major component of the way in which the Institute's objectives will be accomplished. A World Wide Web site is a central feature and will be used for data collection, training and information dissemination, and other functions. Interviews will be computer-assisted so that results may be easily tabulated and analyzed. Teleconferencing, email, listservs, and other traditional modes of communication will be used to promote collaboration among Institute participants.

Contracts

Grant Number: ED01CO0031

To Continue the Operation of the Family Center on Technology and Disability

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Beginning Date: 9/27/01
Ending Date: 9/26/03

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Purpose: The Academy of Educational Development (AED) will operate the Family Center on Technology and Disability (FCTD) to assist other projects, centers, and organizations to provide services related to technology to parents and families of children with disabilities.

Method: The Center's responsibilities are to: 1) maintain, expand, and utilize the broad-based network established since 1998; 2) collect, develop, disseminate, and support the use of materials and the database established by the FCTD; and 3) participate in meetings, conferences, and events, to promote the Center and the use of technology nationwide. AED has assembled partner organizations, such as the Alliance for Technology Access (ATA), the Parent Advocacy Coalition for Educational Rights (PACER), the Center for Assistive Technology and Environmental Access (CATEA) and InfoUse, to continue the commitment to and understanding of the world of disability issues, research to practice, and the challenges faced by families as they struggle to find the information and services they need to support their children. This partnership will bring understanding and experience to the task of expanding and enhancing the FCTD network membership and services.

Products: The existing group of participating organizations will be transformed into a robust knowledge network.

Grant Number: HS97022001

Center to Link Local School Districts with Information and Support on the Use of Technology, Educational Media, and Materials

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Beginning Date: 9/30/97
Ending Date: 9/29/02

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Purpose: The goal of the Center to Link Local School Districts with Information and Support on the Use of Technology, Educational Media, and Materials (TMM) is to connect urban school districts to available and relevant information and support on the effective use of TMM to: identify their needs and formulate plans based on those needs; access information and support in a coherent way that is closely aligned to those needs and plans; and develop the capacity to monitor, document, and evaluate the outcomes.

Method: The Center will first identify and assemble all of the entities that can provide relevant information and support to the school districts: a community-based resource group, a national resource bank of experts, and Dept. of Education-supported projects that provide training, technical assistance, materials, and resources. Second, the Center will create mechanisms and processes that identify the information and coordination with the needs of the sites.

Products: Center staff will: help design tools and procedures to carry out needs assessments and guide urban districts in forming action plans; utilize effective strategies to identify available and relevant information and support; create new information and support opportunities when needed; facilitate the development of a comprehensive plan to ensure that each district has access to necessary information and support, either within its district or in cross-district venues; create a blueprint to document all information and support activities, describe their impact, and share lessons learned with the wider field; guide districts to monitor and evaluate their own work and the work of the Center.

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